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ABSTRACT

The booklet reports on the results of a meeting of 10 nations held, under the auspices of the European Bureau of Adult Education, to make determinations about the present and future states of legislation which affects adult education. The 10 nations represented were: Austria, Belgium, Denmark, France, West Germany, the Netherlands, Norway, Sweden, Switzerland, and the United Kingdom. There is a brief survey of present conditions in each of the nations. The conference's recommendations concerning future legislation are outlined within the following framework: objectives and tasks of adult education; organization and structure; financial support; educational leave; staff, status, and working conditions; and training for teachers and organizers of adult education. The major portion of the booklet is a comparative survey of current (through July 1974) legislation in each of these areas for each of the countries. Most of the material is presented in either outline or tabular form. A separate section tabulates new laws on adult education in the Federal Republic of Germany. A final section lists adult education laws and regulations for each of the countries. (PR)

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SPECIAL ISSUE
ADULT EDUCATION LEGISLATION
IN TEN COUNTRIES OF EUROPE

1974

JUN 18 1975

I. INTRODUCTION

Readers of this report may find it helpful if we explain briefly its origin and the procedures followed in its composition.

Origin

On several occasions associates of the European Bureau of Adult Education and members of other international bodies * expressed interest in legislative developments concerning Adult Education.
This led to the Steering Committee's decision to attemp to assemble relevant material. The Danish Act for Leisure Time Instruction of 1967 was then one of the newest developments.
We were most grateful when the Dansk Folkeoplysnings Samråd invited our associates to a conference in Elsinore in November 1968, which made it possible for the delegates to learn about the new developments envisaged and the effect they would have on the direction of the work, more especially in the Evening Institutes in that country. Mr. Himmelstrup's introductory talk on this occasion was printed in „Notes and Studies" (Nos 41/42).
A further important step was made, when the Norwegian Ministry of Education, through the intermediary of the Samnemnda for Studiearbeid, offered the Bureau facilities for a study-conference in Oslo, in December 1972.
The secretariat of the Bureau undertook to prepare for this meeting a document, in which it collated the legislative material then existing on non-residential adult education in different countries (since referred to as "Red Book").
Norwegian specialists (all of whom were experienced practitioners) informed their colleagues about the prospective outlines of the new bill, which was about to be introduced to the Storting, whereas participants from other countries reciprocated with information on their home situations.
Discussiongroups brought a series of recommendations to the floor and on the basis of these and of the formal statements, a final report was prepared, under the editorship of Mr. Arthur Stock, Secretary and Director of the National Institute of Adult Education, England and Wales. This was published in "Notes and Studies" (Nos 55/56).
The whole of the material so assembled formed the basis of a report, requested by the Secretariat of the Council of Europe under a contract with the Bureau.

Content of the report

The terms of the contract require that the report should not exceed 12.500 words and should include abstracts of important legislation and regulations in Austria, Belgium, Denmark, France, Federal Republic of Germany, the Netherlands, Norway, Switzerland, Sweden and United Kingdom. It should also comprise an analysis of about 6.000 words, summarizing the proceedings of the Oslo conference and indicating, as far as possible, the extent to which legislation as recorded has reached the stage of implementation and whether

* like the Fédération Européenne d'Education Catholique des Adultes (FEECA)

revised or new legislation is contemplated in any of the countries considered. It was intended that the report should reflect the position reached in various countries, up to the 1st of August 1974.

Limitations of the work done

The terms of the contract make clear the possibilities and limitations of the report as far as scale and depth of treatment are concerned. Moreover, a total sum of f.frs. 7.500, the contract fee available, is rapidly exhausted in a work as substantial as that described.
Even in the final stages we became aware, that an increasing body of legislation is just emerging, as e.g. in several Länder of the Federal Republic of Germany. There are also likely to be further developments, resulting from important reports of special committees; e.g. in England and Wales, the Russell Committee; in Scotland the Alexander Committee; in the Netherlands the Roelfsema Committee; etc. However in maintaining an agreed time-table, it is inevitable that even important last minute events must go unrecorded.
Although some incidental references have been made, we have not regarded legislation dealing exclusively with training in occupational skills, as within our terms.

Pointers for further study

It is all the more important to recognise that what we can now offer is only a first contribution.
We nevertheless cherish the hope that the result of the work undertaken by the Bureau and supported by so many volunteers, will provide a good starting point for deeper and more serious investigation and study. It will be necessary to trace the relative advantages or disadvantages of the different approaches, as they are made evident in practice.
For the contributions made by so many persons and institutions — too numerous to be recorded by name — the Bureau is deeply grateful.

Dr. E. M. Hutchinson, President
G. H. L. Schouten, Secretary

Amersfoort, October 1974

This report was prepared following the meeting of experts, convened by the Secretariat of the Council of Europe in May 1974 in Strassburg. The following persons were invited to the meeting:

Austria	Prof. Dr. W. Speiser *	Verband Österreichischer Volkshochschulen
Belgium	Mr. G. van Houtven *	Ministry of National Education and Dutch Culture, Adult Education Department
	Mr. M. Deprez	Ministry of National Education and French Culture, Adult Education Department
Denmark	Mr. P. Himmelstrup *	Ministry of Education
France	Mr. P. Harvois	Groupe d'Etudes et de Recherches pour l'Education des Adultes (GEREA)
Fed. Rep. of Germany	Mr. H. Dolff *	Deutscher Volkshochschul Verband
	Dr. Dörfeldt	Hessisches Kultusministerium
The Netherlands	Mr. J. Jacobs	Netherlands Centre of Adult Education
Norway	Mr. C. E. Wang	Høres Opplysningsorganisasjon; Studieforbunda inna Samnemnda for Studiearbeid
	Mrs. A. Gran *	Voksenopplaeringsrådet (State Adult Education Council)
Sweden	Mr. F. Albinson	National Board of Education
Switzerland	Dr. H. Amberg *	Schweizerische Vereinigung für Erwachsenenbildung
United Kingdom	Mr. A. K. Stock	National Institute of Adult Education (England and Wales)
European Bureau of Adult Education	Mr. G. H. L. Schouten Mr. W. Bax	

* were unable to be present.

II. ADULT EDUCATION LEGISLATION; THE PRESENT SITUATION AND NEW DEVELOPMENTS IN 10 EUROPEAN COUNTRIES

In this chapter we indicate in alphabetic order from each of the countries concerned a few points, which may help the reader to understand the essential features of the new legislation.

AUSTRIA

Austria being a federal State, the enactment of a federal law on Adult Education and library work has met with many difficulties due a.o. to the problem of how to delimitate the respective responsibilities of central government and the federal states. The law that was enacted on March 21, 1973 provides a legal basis for the finance and promotion of Adult Education and library work by the central government (permissive legislation) but does not commit the federal states.
The law contains a general definition and a detailed catalogue of activities which may be promoted under this law (see ch. IV 1.3). The federal government can support institutions working on a national scale (i.e. having member associations etc. in at least 5 federal states).
Moreover the law provides for the appointment of Federal officers for the support of Adult Eduction in the different "Länder"; their office will have to serve as a centre for information and coordination for Adult Education in the "Land" concerned (see ch. IV, 3.4.).

BELGIUM

In 1960 the principle of cultural autonomy was adopted, offering the Dutch, French and German speaking parts of Belgium the possibility to conduct their own cultural policy and to take the first steps towards the setting up of two fully equal ministries for culture. The legal and other provisions however, which orient cultural policy are still valid for the entire Belgian territory so that the few Acts, and quite a number of decrees which have been passed regarding adult education, have been a compromise between diverging opinions and must be implemented in situations which are non-comparable and non-identical. The possibilities offered by cultural autonomy have been limited in this respect to the issuing of a few Cultural Acts and Royal or ministerial Decrees which allow for differing modalities of implementation according to the 3 linguistic and cultural areas concerned.

Flanders

Adult Education associations operating on the local level are at the root of the entire work of adult education in Flanders.
The responsibilities of public authorities towards their activities are still not clear and far from ideal. The main reason for this is the fact that the specific responsibilities borne by the State, the provinces and the municipalities have

not explicitly been laid down and that, due to the lack of an effective legislation, subsidies for adult education are still considered an optional expenditure. The local authorities have the authority, but are not obliged, to subsidize adult education and therefore a large part of the responsibility of granting subsidies to local private bodies is borne by the State, which had taken the first steps by issuing the Royal Decrees of September 5, 1921 and of April 4, 1925.
During the past 40 years private associations have made efforts to consolidate and extend their central organizations.
This tendency was promoted by the „Royal Decree for the Allocation of subsidies for the activities of national and provincial organizations in favour of Dutch language adult education", of March 24, 1967 (revised in 1971) (see ch. IV, 2,1; 4,2).
In order to make it possible for these organizations to enlarge the competence of those working in the field of Adult Education, a draft Decree was submitted in 1970 (February 18) which lays down the criteria for the granting of subsidies for staff training.

Cultural sub-structure

More than 80% of the existing cultural sub-structure belongs to private organizations. The regrettable condition into which this cultural sub-structure has fallen justifies the assumption that in many cases, private initiative is no longer capable of bearing the expenses it entails. The Royal Decree of May 13, 1965, which provides that the State can grant the provincial or municipal authorities subsidies covering up to 60 p.c. of total cost for the construction of cultural centres, libraries and museums, has created the impulse for new initiatives. The Royal Decree of July 16th 1973 sets down the commitment of the State to provide for the costs of salaries and running costs of these centres and to lay down the legal position of their staff.

Wallonia

In the context of a policy for "éducation permanente" it is fit to underline the important role which is played in Belgium and especially in Wallonia, by the adult education movements which have been established by private initiatives. The voluntary organizations who cater for the needs of their members for training and education, constitute the most important network for cultural development in existence to-day. A real subsidizing policy had to be set up regarding these organizations to promote efficiency by reducing the waste and dispersion of funds and on the other hand, to promote the national voluntary movements. The Royal Decree of July 16th 1971 answers these needs (see chapter IV, 4.2.).
These measures however only refer to national and regional organizations, whereas in Wallonia an important sector of cultural development is provided for by a great number of independent local institutions. Grant giving for these local institutions is still dealt with by the Royal Decree of 1921. It will be

necessary to make new regulations regarding the subsidization and accreditation of these institutions which are adapted to their present needs.

Cultural Centres

The Frenchspeaking part of Belgium only can provide for a very poor cultural infrastructure. For this reason the Royal Decree of August 5th 1970 promotes the establishment of local (Foyers Culturels) and regional centres (Maisons de la Culture).

Vocational education

For the time being the field of vocational education is still regulated on a national level. Several ministries organize courses which are based on the curriculum of vocational schools (e.g. the courses for "social promotion" organized by the ministries of Education in Flanders and Wallonia (see also educational leave, chapter V).

DENMARK

Until the Act on Leisture Education was passed (no. 233 of June 6, 1968) legislation concerning evening and youth education activities was clearly marked by the Danish tradition of popular enlightenment, i.e. liberal, leisuretime-based, general, non-vocational education.
Whereas general leisure education by and large continues in the tradition of Danish popular enlightenment, the act has created two new areas in the field of adult education:

— **qualifying education** (technical preparatory examination, extended technical preparatory examination and the higher preparatory examination). It is made possible for adults to take the subjects one by one.
Leisure education for adults now permits adults to complement the work done at primary and secondary schools, giving adults the opportunity of completing their studies after having left schools.
— **education of the disabled.**

The act keeps the fundamental principle that private organizations — voluntary educational associations or private persons — have a priority. Only if there is no private initiative in a municipality the public authorities are obliged to take action.
A revision of the act is in preparation.
One of the major items is a radical change in the conditions for state subsidies as a consequence of the reforms concerning local authorities. Decentralisation will be carried even further.
The fields mentioned above come under a special office in the Directorate for Primary School, Enlightenment and Teacher Training Colleges and are regulated by two major acts:
partly by Act no. 233 of 6/6/1968 concerning leisure education (together with

amendments of 1971 and 1972 on participants fees) and partly by Act no. 259 of 4/6/1970 concerning Folk High Schools, Domestic Science Schools etc. These two acts are supplemented by

Act no. 44 of 9/2/1970 concerning the Administration of schools under Local Government and activities according to the Act of Leisuretime Education, and Act no. 237 of 18/6/1969 dealing with state support to certain privately run schools.

An expanding area is under the Ministry of Labour and concerns especially the training of workers (e.g. training of skilled workers (Specialarbejderskolerne).

FEDERAL REPUBLIC OF GERMANY

As in the case of most States which are governed in a federalist way the responsibility for continuing education in the Federal Republic of Germany lies with the individual federal "Länder". The basis of adult education is to be found in the cities, districts and communities, which immediately after the war, engaged in adult education as one of their most important tasks of communal self-administration. The "Länder" promote adult education materially, with varying degrees of intensity, whereas the "Bund" only disposes of responsibilities concerning the legal and financial aspects in the field of vocational continuing education and out-of-school education for young people. It was in 1953 that the 'Landtag' of North-Rhine-Westphalia adopted the first law concerning adult education. It determines and assures the cofinancing of 'Volkshochschulen' and corresponding institutions of adult education in this Land of the Federal Republic. It was until 1970 the only law of this kind; in 1974 it was replaced by new legislation.

The consequence of the above mentioned separation of responsibilities between 'Bund' and 'Länder' was that the 'Grosse Koalition - SPD CDU -' (big coalition SPD and CDU) in the Bundestag in 1969, adopted during the last few weeks of its existence two 'partial' laws', concerning the socio-political field. The influence of these laws for educational politics could not be disregarded. This is the point of the 'Arbeitsförderungsgesetz' (supplementary training act) and the "Berufsbildungsgesetz" (Federal Vocational training Act).

It is by these laws that the framework of professional continuing education was set.

It was very shortly thereafter (in 1970) that the "Deutscher Bildungsrat" (Educational Council) published its "Strukturplan für das Bildungswesen" ("Plan for a structure of the educational system"). Its task was to elaborate plans and proposals for a reform of the overall educational system in the Federal Republic of Germany. In this 'Strukturplan' the extension of continuing education was requested almost officially as a fully integrated fourth main section of public education.

In the same year, 1970, a bill for legal regulation was adopted in three federal 'Länder', namely, in Hesse, Lower Saxony and Saarland. Hesse adopted a law concerning 'Volkshochschulen' regarding the statutory sector of continuing education and at the same time it set down a commitment to enact a second

law, covering the other adult education agencies. This law was enacted in 1974. It was in Lower Saxony and in Saarland that a decision for a pluralistic solution was taken which in principle equalizes the public and private institutions as far as material support of continuing education is concerned.
Institutions and programs concentrating on professional continuing education were nevertheless excluded in these laws. Similar laws were enacted in Bavaria, Hamburg and Bremen in 1974.
In the meantime a so called 'Bund-Länder-Kommission' (Committee of the Federation and the Länder) for educational planning has begun its work. This Committee has the task to convert the recommendations of the 'Bildungsrat' (Educational Council) into concrete planning and legislation. The most important result of the work of the commission so far is an overall 'Bildungsgesamtplan' (comprehensive educational plan) adopted by the federal government and by the governments of the Länder in 1973, by which the timeschedule for further practical procedure was determined.

Educational leave

In a number of Länder laws have been enacted recently which oblige employers to grant paid educational leave to their employees (in some cases only young workers). (See ch. V).

FRANCE

In France, as elsewhere, the field of adult education is dominated by vocational problems. Since 1960 the State has been increasingly active in this respect; it has enacted a more and more comprehensive legislation to structure and coordinate this field and to provide for new financial aids (Law nr. 71-575 of July 16th 1971 on the organization of continuous training in the framework of "education permanente" (see chapter V).

Socio-educational activities

The field of socio-educational activities depends largely on voluntary organizations. To subsidize these movements the secretary of State for Youth, Sports and Leisure has adopted a system of contracts. From their total programme the State selects specific elements which it is willing to subsidize; occasionally the Secretary of State even asks for the execution of specific services on a contract basis.
The training of Adult Educators is one of the few field for which the budget has been increased during the past few years. To promote a higher quality of the organizations a system of diplom on different levels has been introduced which guarantees the theoretical owledge and practical skills of their staff.
Following the enactment of the law of July 19 the secretary of State saw to it that these training programmes would be covered by this law in order

to profit from the financial advantages offered. (Regulations of February 5th 1970; see chapter IV, 6).
The Act on leave for youth leaders was enacted in December 1962 in order to make it possible for young wage-earners from 18 to 25 years of age to follow training courses in youth work or popular education (see chapter V).

THE NETHERLANDS.

In the Netherlands there is until now no law on Adult Education. Officially there is more understanding of Adult Education with Social Welfare bodies than with the educational authorities. Legislation on other field of work has sometimes an important impact on Adult Education, like the newly revised law on the works councils (see chapter V, Educational leave).
Important is also that an official Advisory Committee has offered to the Minister of Culture, Recreation and Social Welfare a draft for a Regulation on Adult Education provisions, emphasizing a reorientation and restructuration of the field and a cooperation of organizing bodies.
This draft includes a proposal to subsidize certain specific costs of the activities in the field of Adult Education to a maximum of 50% borne by the local and 50% by the national authority.
The parliament now deals with a bill on the Public Libraries.
This proposal guarantees the work of the Public Libraries as part of the provisions for continuous education shared by activities of other agencies, working in the informative, educative, social and cultural sectors.

NORWAY

In 1965 the Storting approved the Parliamentary Bill no. 92 which was based on the principle that adult education and basic formal schooling must be put on an equal footing.
Efforts relating to the practical implementation of this Storting decision showed that it would be necessary to establish a more distinct division of responsibility between the parties engaged in Adult Education.
A division of labour is indicated in the Bill along the following lines:

The school authorities will be responsible for educational activities aiming at complete examinations in **general** subjects and for the organization of public examinations in individual subjects.

Organization and implementation of courses aiming at part examinations (examinations in individual subjects) of at the acquisition of knowledge without the purpose of qualifying for an examination, should be the responsibility of the voluntary organizations in so far as they are able to assume the task.

Public vocational schools should be responsible for **qualifying** vocational training, while hobby-oriented activities intended to encourage interest in certain trades should be a task for the voluntary organizations.

The bill specifically mentions the course activities carried out jointly by the **Directorate of Labour** and the **Ministry of Church and Education** since 1958 as

an element in national labour-market policy. The ministry proposes that the labour authorities and the education authorities share the responsibility for this type of adult education. The Directorate of Labour will analyse the demand for training within individual branches and regions, recruit participants and organize subsequent employment services, while the education authorities will be responsible for the organization and administration of the courses. Since 1965 the proposals made in Stortingsproposisjon No. 92 have served as guidelines for the development of adult education in Norway. On the basis of the experience gained these lines of guidance have been reviewed by a **special committee appointed by the Government in 1970 for the purpose of making proposals for a law on adult education.**

The proposed Bill included a majority and a minority proposal. The Department of Adult Education now is preparing the final Bill which it is hoped can be discussed in parliament in 1975.

SWEDEN

The reform of the schools and the rapidly increasing opportunities for young people to acquire a greater basic education before taking gainful employment has necessarily led to changes also in adult education.

Since 1968 (order concerning municipal Adult Education) the municipal authorities have been made responsible for the provision of courses for adults corresponding to the curricula for the upper level of the Basic School and the gymnasium/professional school and for vocational courses corresponding to the full time courses of the vocational school.

Free work in study circles, preparatory studies and studies outside the 9-year and gymnasium school curricula are handled by the study associations. When municipal adult education was started in its present form the municipalities received state grants on considerably more favourable terms than the study circles, the entire cost of the teachers' salary being paid. A special bill presented to Parliament in 1970 proposed a considerable increase in state grants to the associations. It also proposed certain support for outreach activities, which will be handled mainly by the study associations.

Government grants are allocated to 100 Folk High Schools. These institutes can be divided into two main categories.

the first owned by county councils
and those owned by popular movements.

Every school is free to define its own programme within the rather broad limits which are set forth in the Swedish Folk High School Code.

Students at municipal Adult Schools, National Adult Schools, Folk High Schools and certain other schools are eligible to receive government study assistance to help cover normal living costs.

UNITED KINGDOM

England and Wales

The decentralised system of England and Wales gives the local education authorities a key position.

The Education Act of 1944 gives these bodies the duty to secure the provision for their area of adequate facilities for further education (Education Act 1944, see ch. IV, 3.1 and IV, 3.2). Administratively speaking, the term "further education" subsumes adult education.

In addition the extra-mural departments of 23 universities, the districts of the Workers' Educational Association (WEA) and the Welsh national Council of Young Men's Christian Associations are grant-aided by the Department of Education and Science as responsible bodies in the Further Education Regulations 1969. The grants are paid towards the cost of providing tuition in any course of liberal adult education in a programme approved by the Secretary of State (see ch. IV, 4.1).

The seconding of full-time adult and further education teachers into training courses is also regulated by a statutory instrument (The Rate Support Grants Pooling Arrangements) (Amendment) (Regulations 1970) (see ch. IV, 6).

There are three other forms of instruction besides legal statutory instruments, which are sent by the central government (Department of Education and Science) to Local Education Authorities (L.E.A.'s) and Responsible Bodies (R.B.'s).

a) administrative memoranda — these are fairly firm instructions as they involve the disposition of resources of finance.

b) circulars — these are indications of standards and types of provision, but are not binding upon LEA's if they feel that local circumstances do not favour implementation.

c) circular letters — which are informative of good practice but again are not legally binding.

All LEA's and RB's take notice of (a), but less so of (b) and (c).

Obviously they have to take notice of the statutory instruments (i.e. laws and governments regulations) otherwise they are liable to legal action for not fulfilling their responsibilities in law.

In 1973 the **Russell report** put forward a plan for the development of adult education which would take 7-10 years to carry through. This would require the promulgation of some new regulations and some alteration of the existing Education Act (especially sections 41 and 42, on the duty of local education authorities to provide adult education facilities). In their present form these articles leave a great deal of latitude to public authorities as to the extent to which they support adult education.

Both of these actions would result in new statutory instruments which would be binding upon local education authorities and all other providing agencies. It is difficult, at the time, to judge whether the government will accept all, or only part of the Russell recommendations. But it is clear that some fairly radical new legal provisions have been overdue for a long time.

The **Employment and Training** Act of July '73 sets up a **Manpower Commission** with two executive arms.

Employment Service Agency - to secure employment
Training Services Agency - (T.S.A.) to promote training in industry.

T.S.A. finances the Training Opportunities Scheme (T.O.P.S.), using its own centres as well as existing organizations to offer adults, employed or not, the means to improve or learn new skills, and to train trainers and supervisers. Government spending on this scheme, currently £ 5. million, will double by 1976-'77.
The industry-based Industrial Training Boards remain, and may continue to raise a levy and provide training. Their main responsibility is however to assure adequate training for their industries, agreeing priorities for the use of T.S.A. money.

Scotland

The fundamental feature of the situation in Scotland is that the responsibility for the provision of further education *, and in general for social and recreational educational facilities for adults, rests in statutory terms, with the Education Authority. (Education (Scotland) Acts since 1945).
In contrast there are in England and Wales other bodies like the Extra-Mural Departments of Universities and the Workers' Educational Association which are designated as 'Responsible Bodies' and receive direct financial grant to enable them to possess independent providing powers.
The Further Education (Voluntary Organizations) Grant Regulations 1952 enabled the Secretary of State to pay administrative grants to voluntary organizations for non-vocational Adult Education, but not to include teaching costs. In its range of provision an Authority may, however, and does cooperate with Extra-Mural Departments of Universities and Voluntary Bodies, including the Workers' Educational Association. There is a great variety of practice in local arrangements made.

New developments

There could be changes in the statutory position within the next year to eighteen months. From 16th May 1975 the present Authorities give way to the 9 new Regional Authorities and 3 Island Authorities. In 1970 a committee was set up under the chairmanship of Professor K.J.W. Alexander to conduct an enquiry into Adult Education in Scotland. The report of this committee will come out in 1975.

SWITZERLAND

According to the constitution of 1848 the Swiss Confederation is a federal state of 22 sovereign cantons. The cantons are responsible for education at all levels. The field of vocational training and further training is regulated and controlled

* Further Education includes vocational and non-vocational elements but does not include Higher Education.

on a national level (Federal Law on vocational education of 20th September 1963). As to liberal education, the situation is less clear. The Canton of Grisons is the only canton to have a special adult education law.

Other cantons have articles on adult education integrated in existing school- or educational laws: Basel-Stadt, Tessin, Wallis, Luzern, Nidwalden and Basel-Land.

Thirdly articles on Adult Education are integrated in laws on the promotion of cultural life, as is the case in Zug, Solothurn, Aargau, Zürich and Appenzell Innerhoden.

The small canton of Obwalden has a constitutional article, which allows the cantonal government; to act directly by way of regulations. (see ch. IV, 3.2; 4.1).

III. THE CONFERENCE ON ADULT EDUCATION LEGISLATION OSLO, DECEMBER 1972

From the developments shown in chapter II it is evident that in the context of 'éducation permanente' there is a growing European interest in legislation towards increased public responsibility for the education of adults.

The meeting at Oslo offered an excellent opportunity to exchange ideas on practical experiences in different fields related to legislation. A full report of this meeting was prepared by Mr. A. K. Stock, Secretary and Director of the National Institute of Adult Education (England and Wales). This report is published in "Notes and Studies" 55-56, 1972 We here will concentrate on general points of discussion and on the recommendations made.

There was considerable debate as to the form of **co-ordination** of adult education provision which it was desirable to achieve in the various countries. With the immense diversity evident in this field it was suggested that "forced" co-ordination might be necessary. But in general it was felt that governmental edicts should be limited to **aims** and **financial frameworks**, and that within properly worded laws at this level it was possible to require a measure of co-ordination and also to ensure the maintenance of good standards. It was felt that suitable criteria would be:

— Is the subject matter being presented in an unbiased way?

— Is the "full offer" being made in the best interests of all students?

— Is there a comprehensive programme being offered?

A warning was given that to depend entirely on traditional statutory and voluntary agencies (and their traditional programmes) when considering new laws and structures, could be a big mistake. There should be built in the encouragement to innovate: for example, to appoint detached workers, community developers, etc. and to allow for the possibility that the educational outcome may produce strong criticism of the "establishment" and its supportive bureaucracies. The laws should not prevent the occasional "march on the town hall". The tenets of democracy should not be inhibited in adult educational practice by restrictive regulations and attitudes.

It was requested that the **public service** aspects should be stressed rather than the **market economy** aspect when framing laws and regulations. The question "who does the planning — and at what level?" — still needed answering. The form and style of any "partnership" planning councils needed to be carefully spelt out to ensure maximum possible involvement of all (including students) from community to state level. Voluntary organizations were valuable resources to achieve educational objectives and to produce change, growth and development. They must be allowed reasonable latitude and autonomy, but if they failed to take up their mutually agreed tasks, they must reform or die.

A number of these problems was exemplifield by one of the introductions

which concentrated on the decentralised system of England and Wales where the local education authorities have a key position:

Decentralisation offers a number of disadvantages

— Local education authority's interpretation of the 1944 Act, i.e. of the mandatory duty to provide, is very varied. Some are excellent, others make minimal provision.
— At present (1972) there are 167 local education authorities — some are very small (even after local government reorganisation there will still be some of only 250,000 population) and therefore it is difficult to make a full range of provision.
— Central government control on capital building projects (actually no adult education building project at present).
— No Central Advisory Council (no central 'concepts').

Advantages of decentralisation

— Local pressure for specific functions is quickly applied and often produces appropriate provision.
— Integration with other education provision.
— Flexibility to experiment in relation to local situation.
— Greatest possibility of functional partnership with voluntary organizations. (Note: the greater possibility for voluntary organizations to reach grass roots).

Present and future trends.

— Local government reorganisation, which comes about in April 1974 (far fewer local education authorities - 84 in England and Wales), will produce larger and more powerful local education authorities. But apart from this there is a tendency to develop structures.
  (i) removing gaps in educational provision (e.g. primary, secondary, and secondary further education);
  (ii) community related provision, e.g.
— "Community" primary schools (related to pre-school play groups) with provision for parents as well as children.
— Recruitment of "out-reach" staff to go out from centres to where education is needed.
— Partnership with social services (which are now family-based services) - links with the trend towards community education.

Recommendations for adult education legislation

In the discussion on the recommendations put forward by the different working groups the polarity between the ideal (as represented by the full concept of "éducation permanente") and the reality of the present and near future, was fully represented. The strong arguments to frame laws for the full integration and assimilation of adult education into the formal educational system were

countered by others which stressed the impossibility of relating a reformed and conceptually renewed adult education system to a not-yet-reformed school system. Again, the warning against entering into a system "about to collapse" was underlined by the need to stand aside on some occasions, and offer constructive criticism. Further counter arguments pointed out that the United Kingdom further education system had been thoroughly assimilated and institutionalised, and yet had managed to feed back strong reforms and innovations into the school system. There was also much discussion on the definition of "quality" in adult education, and consequenly the difficulty of setting up appropriate quality control systems.

There was strong criticism of the "means test" recommendation for the gathering of fees from students. Is was said to be invidious and administratively grossly expensive. It was suggested that a nominal fixed proportion of the costs of provision should be the basis of fee-fixing, and that there should be several categories of need which were completely exempted from fees. It was further pointed out that the use of words like "studies" and "students" in legal documents might preclude self-programming action groups and other innovations.

There was much doubt cast upon the value of defining categories of adult education, especially "vocational" and "non-vocational". This might provide the possible basis for arbitrary differences in dispensation and unfortunate fragmention of a service, as had already been the case in several countries.

During the meeting of experts, which has discussed the provisional text of this report the importance was underlined of stressing in the recommendations the dynamic dimension of the concept of "éducation permanente".

Recommendations on Adult Education Legislation, as framed by working groups

Grants to students

1. Any proposal for national legislation should be preceded **by a statement of policy indicating:**

1.1. the basic right of all adults to receive continuing opportunities for education throughout life,

1.2. support for the development of Adult Education and

1.3. the intention to provide financial support.

2. **Objectives and tasks of Adult Education.**

2.1. Adult Education should be understood as education subsequent to full-time compulsory school education.

2.2. The objectives and tasks of Adult Education are

2.2.1. To develop the personality and satisfy the needs of the individual as a member of society.

2.2.2. To meet both the vocational and non-vocational aspects of these needs.

2.2.3. Through the above to develop the social awareness, involvement and responsibility of individuals and groups in society.

Priority areas of provision.

2.3. Implementation of this legislation should concentrate upon the areas of greatest need, giving priority to them and so achieving a levelling of societal inequalities.

3. Organization and structure.

3.1. **Adult Education as part of the education system.**

3.1.1. Legislation should describe adult education as an integral part of the education system as a whole, and as a continuation of educational provision from whatever stage an individual has reached.

3.1.2. Legislation should make adult education initially the responsibility of the department accountable for the parts of the educational system. It should clearly indicate that means are to be found to ensure that adult education receives parity of resources with other parts of the educational system.

3.1.3. The scheme introduced should therefore:

a) Seek to achieve the bridging of gaps between existing parts of the educational system.

b) Link with the existing system and share those facilities which the responsible authorities place at the disposal of that system.

c) Provide any special facilities which may still be required after this link has been made.

d) Ensure that provision for adult education is included in plans for new educational establishments of all types.

3.2. **Administrative structure.**

3.2.1. Legislation should create a national administrative structure which would:

a) develop exciting public adult education services,

b) create adult education programmes where none exists,

c) support the work of existing voluntary organizations engaged in the field of Adult Education and enable them to develop in a way that will not cause duplication of effort or waste of resources,

d) provide for the creation of new services and organizations engaged in the field of Adult Education.

3.2.2. The administrative system to be provided and financed by public authorities should be related to existing educational and other administrative structures so that:

a) existing facilities are not duplicated where they are available and suitable for Adult Education,

b) due attention is paid to significant differences between urban and rural conditions,

c) the development of Adult Education may be used to assist or promote Community Development.

3.2.3. The number and size of responsible authorities will relate to the administrative structures already established in any country, and will vary according to a number of factors which need not be enumerated here. There may therefore be community, municipal, county and regional levels of organization as appropriate.

3.2.4. Decision making at every level below the national should be at the lowest possible point compatible with real power to make a real decision i.e. the point at which the decision-maker can dispose of resources.

3.2.5. It follows from para. 3.2.4. that there should be **co-operation and consultation**, at each level in the structure, between public and voluntary activities, between administrators, teachers and students.

3.2.6. Advisory committees may be formed to keep in touch with all types of provision of adult education in their areas of responsibility. Applications from individuals or groups would be submitted to such committees for advice.

3.2.7. There should be a nationally funded, guaranteed in law, **National Institute** set up in every country
to act as a national advisory council
to act as a monitor of standard
to promote innovations
to conduct research
to act as a central source of information.
Such a body should be given the funds necessary for its work.

3.3. **Conditions for acknowledgement (recognition) of institutions.**

3.3.1. **State institutions.**
State or orther officially provided institutions for adult education are, by their existence recognised.

3.3.2. **The voluntary sector.**

a) The voluntary sector consists of the existing voluntary organizations and new forms of activity.
b) The introduction of the state system of adult education we have advocated will not diminish the importance of the voluntary sector.
c) Legislation should establish a situation in which a partnership exists and the voluntary sector is acknowledged and receives funds and resources from the official system, particularly where the work done is different from and additional to that already provided within the official system.

3.3.3. **Commercial institutions.**

We do not consider that there is a need for adult education legislation to cover commercial institutions although we recognize that there may be a need, for the purposes of consumer protection, to regulate such agencies.

4. **Financial support.**

4.1. There should be mandatory financial support for all adult education.

4.2. There should be complete parity of adult education with other sectors of education, in the disposition of financial resources.

4.3. We consider it desirable that Adult Education policy should be declared and operated on a basis that forwardplanning, e.g. by the use of Programme Planning and Budgeting, is possible for a period of not less than three years ahead.

4.4. As regards the finances, legislation should require minimum provision of Adult Education, and would in addition:

4.4.1. state in specific terms the amount of money (percentage or otherwise) to be made available for programmes (measured by number of courses, or number of students, or otherwise),

4.4.2. be expressed in terms which would enable the system to develop with a good deal of local initiative, and therefore with local differences in the rate of progress.

4.5. The sources of public financial support (national, regional and local) should be appropriated to the local level of Adult Education in question. Action in the local community should be aided directly by local government bodies.

4.6. Items to be paid fully should be:

4.6.1. a) Costs of personnel — both educational staff either full or part-time, and administrative staff; a tutor — student/hour ratio should have to be fixed.

4.6.2. b) Costs of buildings and equipment, inclusive maintenance and operation; schools preferably should be used for adult education purposes as well and be equipped and, in future, constructed to this end.

4.7. Publicity for Adult Education (in the mass media and otherwise) shall also be provided by public money.

4.8. **Involvements, class-size, fees etc.** should be determined as near the local level as possible. Since we are recommending that adult education should be a public service, fees should not seek to recover the whole cost of classes, and the proportion recovered should depend upon local circumstances. We do not favour a means-test system of deciding what an indiviual should contribute to fees.

4.9. Costs of materials which can be kept or may have been used by students should have to be paid for.
Fees should be asked to cover other costs of operation according to a sliding scale of income.

4.10. The exclusively financial **control** should be done — on the basis of an official auditor's report — by the spending authority. An independent State inspectorate should be given the task to look after quality standards (including methods applied).
A "court of appeal" should be created to have a guarantee against decisions deemed to be wrong.

4.11. Control of spending of funds and proper auditing should be the right and duty of public authorities. There is however no control or inspection of the pedagogical work desirable.

Note

There were different recommendations framed on

a. inspection and

b. the body responsible for budgeting and planning in the field of Adult Education.

As there was no time available during the plenary discussions to compare these proposals, we here give the text of both versions. (4.10; 4.11 and 4.12; 4.13).

4.12. In order to avoid on the one hand an exclusively government-controlled education or a monopoly of one or a few large organizations and on the other hand an un-coordinated growth of the number of highly subsidized institutions, existing organizations, institutions and groups should — by the law — be invited, in cooperation with each other and with government to plan and execute public service of continuous education on the local/regional and, if necessary, national level. This "responsible body" should be entitled to receive or to advise on the distribution of the locally/regionally/nationally available money.

In this set-up there should be a guarantee for enough flexibility and openness to allow for spontaneous and ad hoc "fringe-activities" or counter-actions.

4.13.1. The State should prepare a statutory law which will instigate a national body which can utilize a total budget given to life-long education. The associations and federations should compose the majority of this body which will fix, according to the above mentioned law, the aims of the proposals and should instigate the controls of the use of the funds which are the responsibility of the state.

4.13.2. The counties and the municipalities should on the other hand help by bringing about the diversity and the plurality of existing experiences and achievements and not submit to the temptations of being only involved with municipal problems.

Grants to students.

5. Educational leave.

5.1. Students contributions to the costs of Adult Education (especially in residential Adult Education) should be grant aided wherever necessary.

5.2. Legislation should provide:

A regular period of release from employment, for individuals, for the purpose of allowing them to achieve for themselves, or to contribute to group achievement of, the objectives of adult education as defined in paragraph 2 above.

5.3. Within this provision, special arrangements will need to be made for housewives (in those countries where this applies) and for the unemployed.

There should be particular and enhanced support and provision for the education of physically and mentally handicapped adults, the deprived and the disadvantaged.

6. **Staff, status and working conditions.**

6.1. Salaries should be negotiated at national level, and agreement should be applied uniformly throughout all the administrative divisions of the respective countries.

6.2. **Conditions for promotion etc. of staff.**
Salaries and conditions of teachers, advisory and organizing staff at the various levels should be negotiated nationally. They should be comparable with those prevailing in other sectors of education, and there should be provision for the special circumstances of adult education. Hourly rates for part-time teachers should be similarly negociated in all respects, at national or regional level.

6.3. The pay of teachers in Adult Education should be the same as in the other branches of the educational system.

6.4. Finally the security of the educators in their professional status should be assured in every country.

7. **Training for teachers and organizers of Adult Education.**

7.1. There should be proper provision of training for teachers and organizers of adult education at all levels.

7.2. **Assumptions:**

7.2. 1. The object of training is to develop those personal qualities that will help an adult educator to facilitate an environment for learning.

7.2. 2. There is a growing body of knowledge specific to the training of all adult educators e.g. Elements of social psychology (e.g. group theory), individual psychology, theory of attitude change, sociology.

7.2. 3. The methodology of general teaching skills can therefore be separated from the methodology of subject skills.

7.2. 4. All training courses should themselves be models of adult education practice with, for example, proper reliance on the students' experience interpreted in the light of the corpus of knowledge.

7.3. **Responsibility for training.**

Evidence from a number of countries suggests that

7.3. 1. Where University, Training Colleges etc. are involved (usually in training full-timers), the best training occurs when it is closely related to work in the field.

7.3. 2. Inservice training (usually for part-time staff) is most frequently offered by adult education organizations themselves, is rarely formalized and is not normally part of a regional/national certification scheme. In isolated cases training is rewarded by a special salary increment.

7.4. Although in the long run it is hoped that **l'éducation permanente** will imply the integration of adult education training with training for school teaching (possibly linked also with training for social work and other kindred professions) at this point of time it is an urgent necessity to secure an identifiable place on the map of professional training for adult education. An independent national training institute is therefore recommended, financed by grants from central, county and municipal funds, linked closely with a University Education Department for purposes of research and documentation, and situated in an area rich with diverse forms of adult education. This institute would be responsible for training the trainers of part-time tutors.

7.5. **Part-time Tutors:** With the increasing emphasis on the professionalising of full-time staff it becomes ever more important to promote opportunities of training for part-time teachers. Not only must the highest possible level of teaching skills be ensured nationally but the gap in opportunities for training between the full-timer and the part-timer must be narrowed if not filled.

A generous and flexible system of opportunities to train in teaching skill must therefore be offered to part-time teachers in all regions. For example, the products of **Training the Trainers courses,** when in posts as organizers/principals, might conduct courses within their own areas/centres, giving a full supporting service to their part-time teachers during their training courses. A modular scheme of training, with the accumulation of credits for units of the course, might lead to a nationally recognised certificate.

Finally the conference moved to identify the **Common-Ground Principles** from all the sessions and reports. The following were put forward at the first attempt:

1. **The basic right of all adults** to receive continuing opportunities for education throughout life.

2. **Objectives and tasks of Adult Education.**

2.1. There should be **freedom and autonomy** granted to all adult education organizations in the matters of the **design of curriculum** and in the **choice of staff.**

2.2. Adult Education should **embrace vocational and non-vocational** education.

2.3. There should be **priority areas of provision** relating to specific areas of need: these might be social groups in some countries; in others geographical areas would be the basis of priority; in others individual disadvantage might be the major criterion.

3. **Organization and structure.**

3.1. Adult Education should be legally recognized as either
— an **equal part** of an educational system **or**
— **equal aspect** of the totality of education.

3.2. **Decision making** about provision should take place at the lowest possible level.

3.3. There should be a nationally funded, guaranteed in law, **National Institute** set up in every country to undertake research, to offer information, consultation, evaluation, to promote standards of excellence and to be concerned about the objectives of the service.

4. **Financial support.**

4.1. There should be complete **parity of adult education** with other sectors of education, in the disposition of financial **resources.**

4.2. There should be legal requirements **to recognise** the resources of the **voluntary organizations** as well as public institutions; but also the requirement to coordinate the various types of provision within agreed working limits.

5. **Educational leave.**

5.1. There should be **paid educational leave** "as a right" for all adult workers and the unemployed.

5.2. There should special legal assistance for the education of women.

5.3. There should be particular and enhanced support and provision for the education of physically and mentally handicapped adults, the deprived and the disadvantaged.

6. **Staff, status and working conditions.**

Salaries should be negociated at national level, and agreement should be applied uniformly throughout all the administrative divisions of the respective countries.

7. **Training for teachers and organizers of Adult Education.**

There should be proper provision of **training for teachers and organizers** of adult education at all levels.

IV. COMPARATIVE SURVEY OF ADULT EDUCATION LAWS AND REGULATIONS

1. **The basic right of adults** to receive continuing opportunities for education. See page 56.

2.1. **Objectives and tasks of adult education.**

Belgium (Flanders), Royal Decree of 22 December 1971

Par. 1. The term "socio-cultural education bodies in association" must be taken to mean associations whose purpose it is to encourage the process of adult education, in a manner that will enable the recipients to gain a better understanding of themselves and their position, to arrive at a critical appreciation of that position and to avail themselves more rationally and effectively of the opportunities open to them in the community in which they live. These bodies must likewise apply a democratic form of association.

W. Germany, Lower Saxony Act to promote Ad. Ed. Jan. 13th 1970

Par. 1. The content of adult education is governed by the educational requirements of adults.

Par. 2. Adult education provides opportunities to gain knowledge and capabilities or to increase them. It shall promote the independence of judgment, instigate argumentation and assist in coping with personnel and professional problems.

Hesse, Law relating to Volkshochschulen, May 12th 1970

Par. 1. It is the function of Volkshochschulen, Heimvolkshochschulen and Bildungszentren to enable the participants in their programmes to acquire knowledge and skills for everyday life, work and social activity. Their offer of educational programmes is addressed to all adults and growing up persons who want to extend their knowledge and education and who aspire, through further learning, to a constant confrontation with the changes in all fields of social life.

Saarland, Law No. 910 of April 8th 1970

Par. 1.

Purpose of Adult Education

(1) Adult education is in the sence of this law a part of general education. It is determined in its contents by the educational needs of the adults and society. (2) The purpose of adult education is a service to the general public. It promotes independent and responsible judgement and stimulates the desire for intellectual discussion. It is open for all members of the public disregarding their prior education, social or professional status, and their opinions in political and world affairs. It offers individuals assistance in mastering their personal and professional problems.

2.2. **Vocational Aspects in Adult Education Legislation.**

Austria, Act of March 21st 1973
(tasks to be supported are)

Par. 2.b. Vocational further education (Berufliche Weiterbildung).

Belgium (Flanders), Royal Decree of March 24th 1967

Par. 3. National and regional bodies responsible for popular educati... including the cultural departments of social organizations, in so far as they are not concerned either with vocational training or further training shall be eligible to benefit from the subsidies provided for by the present decree.

Denmark, Act of June 6th 1968

Par. 57. Subsidy will be granted for approved vocational courses (i.e. courses of study offering leisure time instruction aiming at a definite field of occupation. Excepted are vocational training programmes that are provided for through other legislative measures (Par. 55).

West Germany, Lower Saxony, Act of Jan. 13th 1970

Par. 1,2. (Adult Education).... shall assist in coping with personal and professional problems.

Par. 3,4. Excluded from promotion under the act are educational establishments which

.....

2. predominantly serve a direct professional training and further education;
3. serve profit making or are run as or in connection with a business enterprise.

Hesse, Act of May 12th 1970

Par. 1. The objective of Volkshochschulen, residential colleges and educational centres is to provide knowledge and qualifications for social, cultural and professional life to all who register to their courses.

Saarland, Act of April 8th 1970

Par. 1. Objectives of adult education.
.....(Adult Education) helps the individual to overcome personal and vocational problems.

Par. 3,5. According to this law, the following educational institutions are excluded from subsidy: institutions which

1. mainly serve special interests or are dedicated to mainly specialized subjects,
2. mainly serve indirect professional training,
3. seek profit or are operated commercially or are dependent on a commercial organisation.

2.3. **Priority areas of provision.**
No regulations.

3. Organization and structure.

3.1. Adult Education as part of the education system.

England and Wales, Education Act 1944

Par. 7. The statutory system of public education shall be organised in three progressive stages to be known as primary education, secondary education, and further education; and it shall be the duty of the local education authority for every area, so far as their powers extend, to contribute towards the spiritual, moral, mental and physical development of the community by securing that efficient education throughout those stages shall be available to meet the needs of the population of their area.

W. Germany, Hesse, Act of May 12th 1970

Par. 4.4. Volkshochschulen, Heimvolkshochschulen (residential colleges) and education centres are parts of the public education system.

Saarland, Law No. 910 of April 8th 1970

Par. 1.1. Adult education is in the sense of this law a part of general education. It is determined in its contents by the educational needs of the adults and society.

3.2. Direct and indirect responsibility for adult education provision on the local level.

Austria	State	Adult education associations
Belgium (Flanders Wallonia)	State/Local authorities	Cultural centres
	State	Adult education associations
Denmark	State/Local authorities	Adult education associations individuals Local authorities provision
England and Wales	State/Local authorities (1)	LEA provision
	State	responsible bodies (universities, WEA etc.)
	State/Local authorities	other voluntary organisations
Fed. Rep. of Germany		
Lower Saxony	"Land" (1)	Adult education associations
Hesse	Land/Local authorities (1)	Volkshochschulen
	Land	Adult education associations
Saarland	Land/Local authorities (1)	Adult education associations

1) see regulations cited below

France	State/Local authorities	Centres for youth and Culture
Netherlands		Adult education associations
Norway	State/Local. authorities	Municipal schools Adult education associations
Sweden	State/Local authorities	Municipal schools Adult education associations
Switzerland Graubünden Argovia	Kanton/Local authorities	Local authorities provision Adult education organizations
Wallis Zürich	Kanton/Local authorities	Kanton and local authorities provision Adult education associations
Geneva Basel-Town	Kanton	Kanton provision
Tessin	Kanton/Local authorities	Kanton, local authorities provision, ev. in cooperation with cult. organizations or trades' unions
Obwalden	Kanton/Local authorities	Kanton, local authorities provision Voluntary institutions
Luzern Solothurn	Kanton	Adult education organizations
Appenzell	Kanton	Adult education (not specified)

England and Wales, Education Act 1944

Par. 41. Subject as hereinafter provided, it shall be the duty of every local education authority to secure the provision for their area of adequate facilities for further education, that is to say:

(a) Full-time and part-time education for persons over compulsory school age; and

(b) leisure-time occupation, in such organised cultural training and recreative activities as are suited to their requirements, for any persons over compulsory school age who are able and willing to profit by the facilities provided for that purpose;

Provided that the provisions of this section shall not empower or require local education authorities to secure the provision of facilities for further education otherwise than in accordance with the schemes of further education or at county colleges.

West Germany, Hesse, Act of May 12th 1970

Duties and obligations of the counties (Landkreise) and boroughs (kreisfreie Städte).

All counties and boroughs are obliged to establish and maintain Volkshochschulen. In accomplishment of this obligation they may as well entrust a legal person of Civil Right fitting within the regulations of the Act on Common Welfare (Gemeinnützigkeitsverordnung) of December 24th, 1953 (Bundesgesetzbl. I S. 1592) with the direction of Volkshochschulen and, by financial support, enable it to perfectly fulfill all responsibilities. In completion of their duties counties may as well, alone or together with boroughs, set up an association with bound interest (Zweckverband) following to terms and conditions as under the Act on Community Work (Gemeinschaftsarbeit) of December 16th, 1969 (GVbl. I S. 307).

Lower Saxony, Act of January 13th, 1970

Principle for Promotion

Par. 2. The Land promotes adult education as laid down in this Act. The authority of the Land to maintain own establishments for adult education remains unaffected.

Saarland, Law No. 910 of April 8th, 1970

Par. 2.

Subsidy

(1) The Land subsidises the adult education according to the law.

(2) County districts, towns and communities should support the sponsors of adult education financially in addition to the subsidies offered by the Land.

3.3. **Consultative bodies, coordination of activities.**

3.3.1. Local level.

Denmark, Act of June 6th 1968

Par. 72.1. In each municipality a youth board should be appointed.

Composition of the youth board (outside Copenhagen):

— 2 members elected by and from the municipal council;
— 1 teacher elected by the joint teachers council of the municipality;
— 2 members recommended by the local youth organizations;
— 2-4 members upon recommendation of the advisory committee for evening school instruction (see Par. 72.2.).

Where such bodies do not exist, the municipal council will elect up to 3 members upon recommendation of the local youth organizations.

Par. 72.2. In urban municipalities and in rural municipalities with built-up areas in which there are several evening schools the municipal council should, ..., appoint a committee to be advisory to the youth board with regard to the obligation of taking care that the evening school instruction in the municipality is so organized that cooperation is the best possible. This committee should be composed of one representative from each of the local educational

associations, home economics organizations, home economics committees and other local organizations that during the latest election period ... have been active in evening school instruction and the leader of the municipal evening school. .....

Tasks of the Youth Board.

Par. 75.1. The municipal council will procure a statement from the youth board concerning all questions regarding leisure time activities for children and young people and leisure time instruction for adults.

2. The youth board has responsibility for supporting and bringing about private efforts with a view to initiate and carry out leisure time activities for children and young people and leisure time instruction for adults and for taking care that these activities are coordinated in the best and most appropriate manner. If such activities cannot be offered privately to a satisfactory extent the board must submit to the municipal council that municipal offers are provided to an extent that is satisfactory, if necessary in cooperation with other municipalities.
3. The youth board should at least once yearly arrange a meeting with representatives of the local children's and young people's associations and with youth clubs to discuss leisure time activities for children and young people in the municipality.
4. The youth board should yearly fix one or more timelimits for enrolment to leisure time instruction in the municipality. The board should directly on the expiration of each time-limit summon all parties in the municipality who have been offering leisure time instruction to a joint meeting at which each of them should state to which extent they intend to establish leisure time instruction. Additional participants should be divided out among those having offered instruction.
5. The youth board will submit a recommendation to the municipal council for approval of applications for leisure time activities for children and young people and for leisure time instruction for adults.
6. The youth board will work out a yearly report concerning premises and out-of-door grounds suited for leisure time activities for children and young people and for leisure time instruction for adults, and will on the basis of this submit a recommendation to the municipal council for allotment of premises and grounds.
7. The youth board will in cooperation with the county youth board supervise leisure time activities for children and young people and leisure time instruction for adults approved according to this Act.

England and Wales, Ed. Act 1944

Par. 42.4. A local education authority shall, when preparing any scheme of further education, have regard to any facilities for further education provided for their area by universities, educational associations, and other bodies and shall consult any such bodies as aforesaid and the local education authorities for adjacent areas; and the scheme, as approved by the Minister, may include

such provisions as to the cooperation of any such bodies or authorities as may have been agreed between them and the authority by whom the scheme was submitted.

Further, Ed. Reg. 1969

Par. 5. Every authority shall in consultation where appropriate with the Regional Advisory Council for Further Education secure that so far as may be reasonable —

(a) the courses provided by the authority do not duplicate the courses provided in the areas of neighbouring authorities; and
(b) the fees charged by them do not differ substantially from the corresponding fees charged in those areas.

3.3.2. **Consultative bodies.**
Regional level.

Denmark, Act of June 6th 1968

Par. 76.1. A county youth board and 4 advisory committees should be set up in each county council district. Composition of the county youth board:

— 2 members nominated by and among the county council;
— 2 members as representatives of the towns situated in the county council district;
— the county school advisory officer;
— the chairman of the 4 advisory committees (for evening schools, youth schools, leisure time and agricultural education);
— 2 additional members nominated by and among the members of the evening school committee and the youth school committee.

Par. 76.3. The evening school committee should consist of 7 to 11 members — representing towns and rural districts — nominated by the county council upon joint recommendation by the educational associations, home economics organizations, home economics committees and other organizations within the county council district that, during the latest elecoral period . . . have been active within evening school instruction, and 1 representative for the leaders of the municipal evening schools nominated by the members of the county youth board.

Tasks of the county youth board.

Par. 77.1. It is the obligation of the county youth board in cooperation with youth school committees and youth boards to support and provoke local endeavours in arranging and carrying out activities provided for in this Act and to see to it that these activities are coordinated in the best possible way.

2. The county youth board will decide on approval of general youth school courses, special education for handicapped, instruction preparatory to sitting for examinations, and of leisure time activities.

Decision concerning approval of vocational basis training in the youth school will be taken by the Minister of Education.

3. The county council will after consultation with the municipal and the youth boards see to it that preparatory courses and special education for handicapped are established to a sufficient extent.
4. In cooperation with youth school committees and youth boards the county youth board will give advisory service and supervise the activities approved according to the provisions of this Act.
5. The county youth board will procure statements on problems of principle from the advisory committee in question.
6. The county youth board will at least once a year arrange a joint meeting with the advisory committees.

West Germany, Lower Saxony, Act of January 13th 1970

Par. 15. Land Committee for Adult Education.

(1) For adult education a Land Committee is set up. It has 12 regular and 12 deputy members who are appointed by the Minister of Education for a period of four years. 8 members and their deputies are nominated by the Land organization for adult education, their activities must be conducive for recognized establishments of adult education. The other members will be appointed as agreed with the Land organizations named in clause 3.

(2) The Land Committee selects from their members a chairman. It works out its own standing orders which require approval by the Minister of Education. Their sessions are not open to the public. Decisions need the majority of votes; for a quorum a minimum of 9 members must be present. If there is a parity of votes then the vote of the chairman decides.

(3) On application of the Land Committee an office will be set up at the Ministry of Education.

Par. 16. Duties of the Land Committee.

(1) The Land Committee promotes development of adult education by preparing expert's reports, arranging surveys and giving recommendations, and they give advice to the Minister for Education regarding principles of adult education and its financial promotion.

(2) The Land Committee is to be consulted before ordinances or administrative regulations of principle importance on the basis of this Act are issued or before a decision is made on the acknowledgement of establishments.

(3) In personal matters of the pedagogical staff-members and assistants in the civil service of the Land (par. 9) the Land Committee is to be consulted in connection with following measures:

1. Appointment, upgrading and downgrading
2. transfer to another post
3. temporary transfer if the period is exceeding one month
4. employment over the pension age
5. notice of termination.

For dismissal without notice a consultation of the Land Committee is not required. In such cases it is to be notified immediately.

Fed. Rep. of Germany, Saarland, Law No. 910 of April 8th 1970

Land Committee for Adult Education

(1) The Land Committee for adult education consists of 12 regular and 12 substitutional members who will be called upon by the Minister of Education and Culture for a period of 4 years. 8 members and their delegates are suggested by the Land Organizations and Institutions. The remaining members will be called upon in accordance with clause 2 by the Land Organizations.
(2) The Land Committee elects a president and a vice president. The Assembly will have standing orders which have to be approved of by the Minister of Education. The Committee meetings are not open to the public.

3.3.3. **Consultative Bodies.**
National level.

Denmark, Act of June 6th 1968

Par. 82.

1. The Minister of Education will appoint a youth school council, a leisure time council and a council for leisure time instruction for adults to advise the Directorate for Youth and Adult Education in matters related to youth schools, leisure time activities for children and young people and to leisure time instruction for adults.
2. The members should be appointed for a period of 4 years. The Minister of Education will for each of the councils and among its members, appoint a chairman and lay down its order of procedure.

3.4. **Consultants in the field of Adult Education.**

Austria, Act of April 13th 1973

(**Par. 10** of the Act provides for the establishment of federal services for the promotion of Adult Education in different Länder.
The leader of such a centre will be appointed by the Minister of Education after consultation with the government of the Land concerned. Besides the tasks in the field of librarywork, the aim of these centres is
— to give information and advice to Adult Educators and Adult Education institutes;
— to establish contacts between Adult Educators and Adult Education institutes;
— to stimulate and promote meetings in the field of Adult Education.)

Denmark, Act of June 6th 1968

County Advisory Officers for Leisure time instruction.

(**Par. 79** provides for the appointment of advisory officers in each county. They will be appointed by the Crown on recommendation of the county youth board. The county youth board may, with the consent of the school council and on the approval of the Minister of Education appoint the necessary pedagogical assistance for the advisory officer.)

Par. 80.1. The county advisory officer for leisure time instruction is the pedagogical adviser to the county youth board, and his task will be to advise with regard to the activities provided for in this Act.

2. The county advisory officer is intitled to, and on the request of the municipal council or the committee in question obliged to, negotiate with the youth school committee or the youth board in matters of activities provided for in this Act, and he should be given an opportunity at a meeting to participate in negotiations concerning the matter in question.
3. Regulations in detail concerning the activities of the county advisory officer should be laid down in orders made out by the Minister of Education.

Denmark, Act concerning Leisure time education

Par. 100. National- or regional organizations active within leisure time activities for children and young people or leisure time instruction for adults that, for the carrying out of this activity, appoint leisure time advisers may, according to rules that will be laid down by the Minister of Education, obtain State subsidy amounting to maximum 70 per cent of the salary of the adviser ....

3.5. **National Institute of Adult Education.**
See page 62.

4. **Financial support.**

4.1 **Financial support for non residential Adult Education working on regional or local le**

Country	Institution	Number of permanent ed. staff	Grants towards salary costs of permanent staff
Austria	Corporate bodies working in the field of Adult Education or public library work		Grants to be fixed annually
Belgium Flanders	Cultural centres		State: no amount indicated
Belgium Wallonia	Maisons de la Culture (regional centres)	2 leaders 1 secretary	State: no amount indicated
	Foyers culturels (local centres)	1 leader	State: no amount indicated
Denmark	Evening schools	7.500 lesson hours: 1 full-time leader	State: 5/12 Municipality: 5/12
	Evening high schools		for compensatory educ: state 50%; municipality 50%
	University extension	1 study rektor	State: expenses less the contributions of participants for lecturers fees
England/Wales	Local authorities		
	Responsible bodies (WEA; Extra mural departments etc.)	Full-time lecturers and tutor organizers for courses of liberal Ad. Ed.	
	Other voluntary organisations		
W. Germany Lower Saxony	Ad. Ed. institutions on local and regional level	Number of ed. staff per lesson hour (2 hours) see below *	Land: 100% ed. staff. min. 40% administr. staff

* — 20.000 — 80.000 — 150.000 — 250.000 — 400.000 lesson hour
1 2 3 4 5 number of s

Costs of programmes and other expenses

Salary of parttime tutors	other costs
Grants to be fixed annually	
State: no amount indicated	
State: no amount indicated	
State 5/12 Municipality 5/12 For compensatory educ: state 50%; municip. 50%	
State: expenses less contributions of participants for lecturers fees	
State: no amount indicated	
Land: minimally 20% for courses of political education: 100%	

Country	Institution	Number of permanent ed. staff	Grants towards salary costs of permanent staff
W. Germany Saarland	Ad. Ed. establishments on national, local and regional level	Number of ed. staff per lesson hours (2 hours) see below *	Land: 60% ed. staff 40% admin. staff
W. Germany Hesse	Volkshochschulen (local, regional)	Number of ed. staff per number of inhabitants see below **	Land: 70%
	Educational centres (supra regional)		
Northrhine Westphalia		See p. 55ff.	
Netherlands	No regulations		
Norway	Voluntary organisations		
	Official schoolsystem		
Sweden	Voluntary organisations		
	Official schoolsystem		100%
Switzerland Wallis	Cultural associations, courses organised by the municipalities or by the canton itself		
Graubunden	Local Authorities, organisations for public benefit, Ad. Ed. organisations like Volkshochschulen special courses		
Solothurn	Cultural institutions like Volkshochschulen, musea, exhibitions		
Aargau	Voluntary organisations local autorities provision; centres for contact between different groups		
Tessin	Provision of kanton or local auth., ev. in coop. with cult. ass. or trades unions		
Zürich	Associations with artistic, scientific or other cultural aims public institutions		

* — 15.000 — 60.00 — 100.000 — 180.00 — 300.000 lesson hours
1 2 3 4 5 number of staff

** —50.000 —150.000 —200.000 —300.000 inhabitants
2 3 4 6 number of staff

above 300.000 inhabitants: 1 staffmember more per 50.000 inhabitants.

Costs of programmes and other expenses	
Salary of part-time tutors	Other costs
Land: minimally 40%	
Land: minimally 30%	
See p. 55ff.	
100%: State - Municipality or county	
100%: State - Municipality or county	
State: 75% (max. 24 Sw.cr. per hour). for disadvantaged groups: 100% (max. 32 Sw.cr. per hour)	State: 75% (max. 6 Sw.cr. per hour). for disadvantaged groups 100% (max. 8 Sw.cr. per hour)
100%	100%
Kanton: no amount indicated	
Kanton: 40%	Kanton: 40%
Kanton: no amount indicated	
Kanton: no amount indicated	
Kanton: no amount indicated	
Kanton: no amount indicated	

4.2. **Adult Education organisations working on a national level, Financial support**

	Organisation	Grants towards costs of permanent staff	Grants towards running costs
Austria	Organisations with branches in at least 5 Länder	Budget to be fixed annually	
Belgium Flanders	National and regional organisations, working in the Dutch language	State: 95% of salary for 1 staffmember responsible for AE. State: 50% (regional org. 25%) for other staff	State: 50% (for regional organisations 25%)
Belgium Wallonia	National and regional organisations		State: max. 60% min. 30% (for regional org. max. 30%, min. 15%)
Denmark	National and regional organisations	State: 70% of salery of consultants	
England/ Wales	National associations	State: no amount indicated	
Sweden	National AE associations	State: salary of studierektor, consultants and other staff	State: costs of conferences, propaganda etc.
W. Germany Hesse	Hessian Association of Volkshochschulen	Land: 100%	Land: 100%
Lower Saxony	Land organisations	Land: 100%	Land: 100%
Saarland	Land organisations	Land: 100%	Land: 100%
Norway	National study organisations	State: percentage of the approved budget to be stipulated by the Storting	

5. Professional staff, status, working conditions.

Denmark, Act of June 6th, 1968

Par. 68. Teachers in the "Folkeskole" may according to rules laid down in section 16, subsection 1, take upon them to teach lessons within private as well as within municipal leisure time instruction for adults.
(Section 16.1.: "Primary and lower secondary school teachers (Folkeskolens laerere) may, if the municipal authorities and the teacher in question so wish, take upon them teaching in the youth school on the basic of conversion rules laid down by the Minister of Education, the number of taught lessons wholly or partly replacing the number of lessons the teacher, according to the Act Concerning Salaries to Teachers etc. in the "Folkeskole", is obliged to teach. The extent of such arrangements must be stated in the school plan of the "Folkeskole".

Par. 68.2. If teachers in approved high schools, agricultural schools and home economics schools take upon them to teach lessons within leisure time instruction for adults the regulations laid down in Section 16, subsection 2, will be adhered to. (section 16.2.: "Teachers in recognized folk high schools, agricultural schools and home economics schools may take over lessons in the youth school such lessons, according to rules laid down by the Minister of Education, being added to the number of lessons that, according to the legal provisions for the types of school in question, is required to acquire seniority in view of increments from the State. The size of the increment is determined solely on the basis of the number of lessons taught in the folk high school, the agricultural school or the home economics school.
Par. 69.8. The State will contribute to salary expenses according to section 68, subsection 1, according to regulations in Act Concerning Salaries etc. to teachers in the "Folkeskole".

Transfer into the Civil Service of the Land

W. Germany, Lower Saxony Act of January 13th, 1970

Par. 9.1. Full-time pedagogical staff-members of an establishment according to par. 5* can be taken over upon application as non-permanent civil servants of the Land, if the supporter of an establishment is entitled to reimbursement of the salary of the applicant. By taking over the applicant into the civil service of the Land the claim according to par. 8* is complied with. The applicant must have held a full-time job for a minimum of two years in adult education and must have the necessary qualifications to carry out his duties. Applicant and supporter of the establishment must be prepared to cooperate also after the applicant has been taken over into the civil service of the Land.
Par. 9.2. The prerequisite for take-over is, that the supporter of the establishment and the Land have concluded a written agreement concerning scope and

* (on acknowledgement of Ad.Ed. establishments)
* on funding of staff expenses

subject of the cooperation with the Land. The agreement must lay down particularly rights and obligations of the establishment in relation to the staff having been taken over into the civil service. It must include provisions concerning information to be given to the responsible authority of the Land.

Par. 9.3. The pedagogical staff-members taken over into the Land civil service are serving with the establishment. The supporter of the establishment is entitled to instruct and advise the pedagogical staff, taken over into the civil service and serving in the establishment, within the frame of the agreement according to section 2, in such a way as is required due to the special dutes and type of work. The pedagogical self-responsibility of the staff-members must be guaranteed.

Par. 9.4. The Land may, apart from persons mentioned in par. 1, engage pedagogical assistants for a limited time to serve in adult education.

Par. 9.5. If the supporter of an establishment intends to engage a new member to the pedagogical staff, then he offers to the responsible authority of the Land to propose one or more pedagogical staff-members of the civil service of the Land. The responsible authority of the Land will immediately notify this offer to all pedagogical staff-members and pedagogical assistants within the civil service of the Land. If the supporter engages a pedagogical staff-member earlier than the period of two months has elapsed after the offer was made, then the salaries for the newly engaged pedagogical staff-members will not be reimbursed for the time before the two months have elapsed. This provision applies only if the supporter has concluded an agreement according to section. 2 if the engagement of a pedagogical staff-member of the civil service or reimbursement of salaries for the new engaged pedagogical staff-member are possible under the staff-complement and in accordance with par. 8.

Temporary Dismissal of Permanent Civil Servants
Acknowledgement as Time of Appointment

Par. 17.1. Permanent civil servants of the Land may be given leave without remuneration to serve in establishments or Land organisations of adult education. The leave should altogether not exceed ten years. It can be extended over this period if it is confirmed by the Minister of Education. The periods of such leave will be included when applying provisions on the legal status of permanent civil servants, on salaries and on pensions as if they were spent in the civil service. For the civil servant during such leave periods a vacancy may be shown in the staff complement.

Par. 17.2. If full-time pedagogical staff-members in establishments or Land organisations of adult education are taken over as permanent civil servants into the service of the Land, of the communities, of districts and of other bodies, institutions and foundations of Public Law under the supervision of

the Land, then the time of appointment spent at such institutions or Land organisations may be deemed as periods spent in civil service.

Part-time jobs.

Par. 18. If a civil servant of the Land, of a community, of a district or of another corporate body, institution or foundation of Public Law under the supervision of the Land has taken a part-time job for payment with an establishment or Land organisation, which can be promoted on the basis of this Act, then the authority required to be given in accordance to par. 73, par. 1, No. 3 of the Lower Saxony Act On Permanent Civil Servants may only be refused if there are misgivings that the parttime job would contravene the official interests.

Saarland, Law No. 910 of April 8th, 1970

Par. 17

Leave of absence for civil servants

Civil servants in Land, community and community associations and other corporate bodies under Land supervision can be given leave without salary to work in an adult education institute as a full staff member. The leave of absence should not exceed 10 years. The head office can disregard clause 2 with the agreement of the Minister of Education and Culture, the Minister for Home Affairs and the Minister of Finance and Forestry.

6. TRAINING FOR TEACHERS AND ORGANISERS OF ADULT EDUCATION

Austria, Act of March 21th, 1973

Par. 2. Tasks to be promoted are especially:

1. training and further training of Adult Educators and librarians of public libraries.

(**Par. 11** of the act deals more extensively with institutions for this type of training and further training; the federal government can found and maintain such institutions; the minister of Education appoints the director and staff. The institutes can award certificates. They will dispose of residential accommodation for the use of participants.)

Denmark, Act of June 6th, 1968

Par. 101. Training of Leaders and Teachers.

For training of leaders and teachers for the youth school, leisure time activities for children and young people and for leisure time instruction for adults State subsidy may be granted according to rules that will be laid down by the Minister of Education.

2. The Minister of Education may establish courses for training leaders and teachers mentioned in subsection 1.

3. Special support may be granted to leaders and teachers in case participation in training courses will cause considerable loss of income or especially heavy expenses.

England and Wales, The Rate Suport Grants, Reg. 1970, nr. 1267

Ascertainment of expenditure.

Par. 3,a. expenditure incurred in respect of attendance at a course of training, in accordance with the schedule to the Rate Support Grants (Pooling Arrangements) (Amendment) Regulations 1970, of a teacher in whose case the authority are satisfied that it is in the interests of the provision of further education that he should be seconded or, as the case may be, assisted to attend the course.

Regulation 3a Schedule

Type of Course	Description of Teacher
1. A full-time course in preparation for a degree of for a diploma of a university.	A teacher in respect of whom the authority are satisfied that he could not reasonably be expected to attend a part-time course in preparation for a degree or such a diploma.

2. A part-time course in preparation for a degree or for a diploma of a university	Any teacher.
3. Any course approved by the Secretary of State for the purpose of these regulations or the regulations for the time being in force relating to the training of teachers.	Any teacher.
4. Any other course of training, attended full time for a period of not less than four weeks nor more than one year or part-time for an equivalent period.	A teacher in an establishment of further education.

Further Ed. Reg. 1969

Par. 28. Grants for training youth leaders.
The Secretary of State may pay grants to the governing body of any university department of education or college of education in respect of expenditure incurred by them in providing courses for the training of youth leaders and community centre wardens.

W. Germany, Hesse Act of May 12th, 1970

Par. 7.1 Extra allowances.
Within its budget the county (Land) grants additional payments to Volkshochschulen and other associated working groups and organisations for costs for personnel and material after a hearing with the Hessischer Hochschul-Verband as for . . . .

3. Further training of staff

Lower Saxony, Act of January 13th, 1970

Par. 13.2 For measures of the Land organisations to further education of the paedagogical staff the Land will in the budget include funds in the amount of 10% of the annual vote to comply with their obligations from par. 10 (general financial aid of minimally 20% of the expenses).

Saarland, Act of April 8th, 1970

Par. 13.2. For measures of the Land organisations to further education of the paedagogical staff the Land will in the budget include funds in the proportion of min. 5% of the annual vote to comply with their obligations from par. 8 (general financial aid of minimally 40% of the expenses).

France, Decree of February 5th, 1970 (B.A.S.E.)

Article 1 A **certificate of efficiency in socio-educational leadership** (BASE) shall be established, confirming the competence and experience acquired in the performance of socio-educational activities.

Article 2 Conditions for registration shall be as follows: the applicant must be at least 19 years old by the closing date for registration, and must have carried out, over a period of at least 2 years, socio-educational activities of a continuous nature, certified by the responsible employers or organisations.
(In every department a committee (CODEPSE) is appointed to award the certificates and eventually to take measures for the further training of those having achieved the diploma (Article 4).
The committee is composed of 1/3 representatives of the regional services of the Ministry of Youth Sport and Leisure: 1/3 representatives of acknowledged organisations and 1/3 experts in socio-cultural animation (Article 5).)

Decree of February 5th, 1970 (C.A.P.A.S.E.)

Article 1 A **certificate of efficiency** shall be established for the promotion of socio-educational activities and for the exercise of the socio-educational professions (CAPASE).

Article 2 The conditions for registration shall be as follows:
— the applicant must be at least 21 years old by the closing date for registration;
— he must hold a certificate of efficiency in socio-educational leadership (BASE).

Article 3 The CAPASE shall be delivered on completion of a cycle of educational advancement comprising:
— an opening session
— a cycle of training
— practical experience
— efficiency tests.

Article 4 In every academy a regional committee for socio-educational advancement (COREPSE) shall be set up. (This committee shall be composed as follows: 1/3 representatives of the Service of Youth, Sport and Leisure; 1/3 members of recognised organisations; 1/3 experts (Article 5)).

Article 6 COREPSE shall organise the cycle of educational advancement and issue the CAPASE.

Article 8 The training cycle shall consist in the participation of trainees in 14 courses, which will enable candidates to score 14 marks, one mark being awarded for each course.
6 obligatory courses: 50 hours per course
6 optional courses: 40 hours per course
2 free choice courses: 40 hours per course.

Article 9 The candidate must have completed at least 9 months of practical experience in a place and in conditions approved by COREPSE ....

V. EDUCATIONAL LEAVE.

BELGIUM.

The law of April 10th 1973 grants credit-hours to workers in full-time employment in private enterprises. They must be below 40 years of age and be following courses organized or subsidized by the State within the framework of the programme for "promotion sociale" (social advancement).
The number of hours granted corresponds to the number of hours allotted for the curriculum during a period of one year. The hours which are freed for these courses are considered to be normal working hours, so they bring on no loss of salary or of social benefits. The study-leave can only be used to follow courses or to prepare oneself for examinations. The State meets half the costs of salary and social insurance; the employers pay the other half through a fund which is financed by all enterprises.
The conception of "promotion sociale" denotes a type of education with a limited number of hours which takes place normally in the evenings or during the weekends. It forms a combination of vocational and general education. Only those who have followed such courses with good results during a period of one year can at the moment benefit from these credit-hours. 1973-1974 a financial compensation of 100% was granted to those who had completed 2 years in these courses and 50% to those who had only participated for 1 year. The extension of this legislation to cover workers in their first year of training will be possible in the year 1975/1976.
Two regulations have already enlarged the range of the law; these are the covering of management training courses which have been organized by the Chambers for Trades and Commerce, — courses in agriculture and horticulture, — and a number of courses in the field of art education and socio-cultural promotion.

In 1963 an **Act on social advancement** was passed. According to this law, young workers from 16 to 25 years of age are entitled to stay away from their work on days when they attend courses for intellectual, moral and social training, organized by youth associations or recognized workers' organizations. Those who attend evening institutes are entitled, by way of compensation, to stay away from work for the number of hours stipulated in the collective labour contracts.
The law grants a financial compensation for a period of 5 to 6 days: this sum however is less than the loss of salary connected with the interruption of work.

THE FRENCH SYSTEM OF CONTINUOUS VOCATIONAL TRAINING

The collective agreement of July 9th 1970 and the law of July 16th 1971 have given France some original institutions in the field of continuous vocational training.
The new provisions set out a general framework for the development of continuous vocational training. The most important characteristic of the new system is the fact that it is based to a large extent on the initiatives and

the active participation of the different interested parties: employers' organizations, trades-unions and public authorities.

1. **The right of training.**

The national agreement of July 1970 which was concluded between employers' organizations and trades-unions, recognizes the right of workers to a leave for training purposes (art. 20). The articles 7 and 8 of the law of July 16th 1971 have taken over these provisions and have extended their scope to apply to all wage-earners.

In order to be eligible for training leave, workers must have worked in the undertaking for a period of minimally two years — have gained no diplomas during the past three years, and have followed no other courses during a certain period (12 months - 12 years). The maximum duration of the leave is fixed on one year for full time courses; for part time courses the maximum is 1200 hours.

The employer cannot refuse a request for training leave of workers. He can only postpone the permission in two cases:

— if the percentage of wage-earners in the undertaking following a course has reached 2% (3% if executives are concerned);
— if the absence of the worker is judged to impair the efficient operation of the undertaking concerned. In this last case a decision can only be taken after consultation on the works council.

In this way the collective agreement and the law recognize the right of all wage-earners to training, and organize the practical implementation of the right to training leave.

2. **The relations between the different partners.**

The institutional framework for the implementation of the provisions is based on concerted action at all levels. In private enterprise, to begin with, the employer is required to consult the works' council as to the general problems of the training of personnel. He has to produce a report on these deliberations to confirm his annual declaration under penalty of a raise of 50% of his statutory obligations. The works council also has the right to supervise on the job training activities. Finally the works' council must be consulted when a release has to be delayed on account of the requirements of the enterprise. Moreover the workers are represented in the "Councils for Further Training" of the training centres which are set up by enterprises or by employers' organizations; in this way they are associated with the organization of the training programmes of these institutions.

For the implementation of a combined policy for employment and training an important role is played by the joint committees for labour of one or more trade which are working on a regional or national level (Comités d'émploi). On the regional level all social partners are taking part in the regional committees for vocational training, social advancement and employment to pursue a policy for vocational training.

Finally there is a national council which brings together the ministries concerned, the trade-organizations and the trade-unions. A standing delegation of this national council, composed of 6 representatives from employer's organizations and 6 from trade-unions, meets every month under the chairmanship of the Secretary General of Vocational Training. This delegation is closely associated with the preparation of all decisions and lines of action adopted by the Government.

A decentralised policy.

A joint committee of the ministeries concerned sets out the main political lines, under the chairmanship of the Prime Minister. A standing group of high officers is joined to this committee in order to prepare its decisions and to replace it during the intervals between the meetings. It is however the responsibility of the 21 **regional committees** under the authority of the regional prefect, to secure the coherence between the prospects of employment and the development of the training facilities.

In the present decentralised system these bodies have got a more and more important role. They are the real decisionmakers on the regional level. The regional committees are assisted by departmental committees. This decentralisation makes it possible to analyse from very near, the diverse problems of employment and training and to work out solutions which answer the real needs of workers.

4. The division of tasks between the State and the trades.

A. The **employers** have to meet two different sorts of financial obligations determined by the collective agreement of 1970 and the Law of 1971 respectively.

1. In the agreement of 1970 three cases are distinguished:

The employer takes the initiative to send the workers to a course and undertakes to carry the costs of training and of remuneration during the course.

If the workers take the initiative to follow a course two situations may occur:

— The course is registered in a list which is drawn up by a joint committee for labour. In this case the employer is obliged to grant a remuneration which is equivalent to 160 working hours (article 35).

— If the course has not been registered and is not organised by the enterprise itself, the worker can obtain a release but without pay.

2. Article 13 of the Law of July 16th 1971 puts every employer with minimally 10 employees under the obligation to share in the financing of continuing vocational training. This levy is based on the mass of salaries (1% in 1974; this figure will be raised to 2% in 1976). The employers can fulfill this obligation in three different ways:

— They can finance training activities directly either by organizing the courses themselves, or by calling on statutory or private bodies:

— They can make payments to a Training Insurance Fund (FAF, Fonds d'Assurance Formation).

These institutions are established by a contract between one or more undertakings and one or more trade unions which are representative of the workers concerned. They must also be accredited by the prime minister. The FAF is an instrument for the joint organization of continuous training and makes it possible to establish an effective solidarity between wage earners working in one sector of trade or in a group of undertakings. The FAF must be approved by the prime minister.

— Finally the employers can transfer funds directly to bodies which are acknowledged by the prime minister (within the limits of 10% of their legal obligation). If the payments made do not reach the required level, employers are obliged to pay the remaining sums into the public treasury.

B. By entering into a contract with training centres the **State** can assist these institution regarding running costs and equipment. Such contracts are an important instrument for a policy in continuous training, as they make it possible to take action in a flexible way. These contracts can be concluded with statutory bodies as well as with private institutions.

Finally the State takes part in the remuneration of participants; the modalities of these grants depend on the type of courses: Article 10 of the Law of July 16th 1971 distinguishes the following categories:

— "conversion" and "prevention" courses aimed at workers whose contract of employment has been broken or who are threatened with dismissal
— "adaptation" courses; to facilitate entry into initial employment or into a new job by workers who hold contracts of employment
— Training courses to assist professional advancement, open to paid workers and unpaid workers alike to enable them to acquire more advanced qualifications.
— refresher courses
designed for workers to maintain or improve their qualifications or their culture (stages d'entretien et de perfectionnement de connaissances)
— courses open to young people between 16 and 18 to prepare themselves for professional life.

Following the objectives stated by the interministerial committee State aid will be granted, first of all to workers in conversion courses and to young people in training courses. A special financial effort is made to stimulate their access to professional life.

The measures mentioned above have been an important stimulus for the development of continuing vocational training.

In 1972 one and a half million workers (not included civil servants), i.e. 7,5% of the working population, followed training courses. The employers have contributed 2,2 milliard Francs towards the financing of training activities, which enabled 850.000 wage-earners to follow courses. The financial aid granted by the State amounts to more than 2 milliard FF and courses have been mounted for about 950.000 participants.

In the meantime trades organizations and undertakings have set up a large organizational framework:

108 FAF have been founded and numerous associations have been established to undertake training activities.

THE NETHERLANDS

In the beginning of 1974 the second chamber voted in favour of an amendment to the law on Works' Councils, entitled "Levies to promote the training and education of members of Works Councils".

This new section of the law will enable the Social Economic Council (a tripartite body of representatives of employers organisations. Trade Unions and the Government) to impose a levy of a certain percentage of total wages to those anterprises which are obliged to have a works council (those firms with more than 100 employees). These sums will be used for the financing of a "Common Institute to support Works Councils", to be established by employer and employee organisations together. Under the supervision of the Social Economic Council, it will be responsible for the distribution of funds to institutes which organize basic courses for Works' Council members (Residential Colleges, Trades Union Institutes and eventually newly established institutes). For this aim about Dflor. 2.500.000 will be appropriated.

Besides this the institute will render services in the fields of documentation, information and advice (costs for this purpose are estimated to be about Dflor. 1.000.000).

The project affects ± 50.000 members of works councils.

It is intended to give each of them a basic course of 5 days approximately every 5th year; accordingly 10.000 works council members will make use of the scheme annually.

The costs are estimated to be about 0,014% of the total sum of the wages of the enterprises concerned.

This amendment of the law will probably pass the first chamber in the near future, which will open the opportunity for a specific category of workers to avail themselves of the possibility of educational leave for special courses. It should be noted that the Adult Education sector and the minister of Education and Cultural Affairs hardly have been involved in the preparation of the proposed measures.

SWEDEN

In April 1974 the Swedish government published a memorandum and the draft for a bill on the right to leave of absence for educational purposes.

An inter-departemental group has been working on the proposals since 1973. They will be circulated for comments to a number of competent authorities and organizations. The Government intends to present a bill to Parliament in the autumn of 1974 and the law should come into force from 1 January 1975.

The draft bill incorporated in the memorandum contains general provisions — it is concerned with matters of principle and it is assumed that details will be worked out by collective bargaining. It is proposed that the act will cover persons in public as well as private employment. It applies, moreover, to work-places with many employees as well as to small enterprises.

Every employee who, at the time when leave begins, has been engaged by the employer for the past six months or for a total of at least twelve months during the past two years, would have the right to the leave required for education.

There are no restrictions concerning the nature of the education, this being a matter for the employee to decide, but the proposals do not apply to self-instruction. Leave should be arranged with due consideration tot the employee's wishes as well as to the desirability of not seriously disturbing the employer's operations.

If the employer wishes to postpone the leave more than six months after the employee's request, this must be approved by the local wage-earner organization or, if one of the parties refers the matter to central negotiations, by the competent head organization. If the question arises of arranging leave for several employees, it is proposed that those with an education below that of the nine-year compulsory school should have priority.

After this, priority should be based on length of employment. In view of the major importance of trade-union education, it is proposed that this should receive priority in certain respects. There would be no qualifying period for the right to leave in order to attend trade-union courses.

The proposals also include rules on security of employment for those exercising their right to leave. Other matters include the liability of employers who disregard their obligations under the law and the handling of disputes concerning its application. The question of financing education is not resolved in the proposals, reference being made to the work of the Committee on financial Aid to Adult Students (known as SVUX).

There is a system for state aid to students in Sweden whereby an individual is entitled to certain financial grants and loans for study purposes. Substantial improvements to the financial support for adult students have been prepared at present by two commissions of enquiry.

EDUCATIONAL LEAVE

W. Germany

	Law on Educational Leave (January 21st, 1974) Hamburg	Law on Educational Leave Bremen
Subject area	1.1)* political education vocational education	1.1) political education vocational education
Groups concerned	2) employees	2) employees; special grants can be allocated to those who are not employed
Duration of ed. leave	4) 10 days per 2 years (eventually 12 days if working week is more than 5 days)	
Right of leave	6) after 6 months employment	6) after 6 months employment
Choice of period	7.1) according to the wishes of the employee 7.2) unless there are impediments due to important organizational interests or to educ. leave granted to other workers.	7.2) according to the wishes of the employee, unless there are impediments due to important organizational interests or claims on ed. leave of fellow workers, who are deserving of priority from the social point of view.
	7.3) teachers, social pedagogues and tutors in institutions of higher education can take ed. leave only in periods wherein no teaching is done.	
		7.4) the works council has the right to participate in decisions on the granting of ed. leave.
Accreditation of programmes	9) duration of min. 5 consecutive days (eventually 3) possibility of courses taking 1 day during 10 subsequent weeks.	8) duration generally of min. 5 consecutive days, (ev. 3 days).
	15.1) accredited by the authority concerned 15.2) guarantee of appropriate programme in view of equipment, teaching staff and ed. aims.	10.1) accredited by the Senator for Education, Science and Arts in consultation with the Senator for Labour. 10.3) accredited are programmes organised in line with this law by institutions which are accredited according to the law on out-of-school Youth Education.

* the numbering refers to the paragraph of the laws concerned.

Law on the right to education leave (June 24th, 1974) Hesse	Law to promote participation in educational programmes (July 16th, 1970) W. Berlin
1.2) political, vocational (i.e. voc. qualifications and general education)	2.) political education vocational education
1.1) employees and apprentices up to 26 years of age.	1.) employees up to 21 years of age
2.) 5 days per year (minimum 6 days if working week is more than 5 days).	3.) maximum 10 days per year.
3.) after 6 months employment	
4.1) according to the wishes of the employees unless there are impediments due to urgent requirements of the organization.	
8.1.) organised by agencies accredited by the Minister of Social Affairs after consultation of the Land council for Youth Education. 8.3) appropriate equipment and personnel.	2.2) vocational ed. programmes offered by state schools or accredited private schools. Programmes qualifying for formal end-of-school examinations. Other courses accredited by the Senator for Labour and Social Affairs (in consultation with the Senator for Youth Affairs as far as civic or political education programmes are concerned.

	Hamburg	Bremen
(Accreditation of programmes)		
	15.2) the objectives of organisers and of programmes offered must be in accordance with the principles of the democratic constitution.	
	15.3) 15.1) and 15.2) shall be regulated by law.	
		10.2) excluded are programmes offered by profit making organisations or run in close connection with an industrial enterprise.
Payment during ed. leave	13.1) by the employer; the average wages of the past 13 weeks.	9.1) by the employer; the average wages of the past 13 weeks.
	Deducted from this sum are grants and allowances received from other sources (not travel expenses etc.).	9.3) deducted from this sum are grants and allowances received in connection with the ed programme (not travel expenses etc.).

Hesse	W. Berlin
	Programmes can be grant-aided which are organised by Youth and Ad. Ed. Organization (Youth Organizations, Institutions for the Welfare of Youth, Volkshochschulen, ed. institutions of the democratic political parties, employers' organizations and Trades Unions. For the rest there must be adequate equipment and personnel.
	2.3) excluded are organisers and programmes when their aims are not in line with the democratic principles of the constitution.
8.4) excluded are organisers of programmes, which aim at profit making.	
According to 9) and 11) of the law on minimum leave for workers	

56

VI. NEW LAWS ON ADULT EDUCATION IN THE FEDERAL REPUBLIC OF GERMANY (June 1974)

	Northrhine Westphalia Act of 11th June 1974	Hesse Act of 24th June 1974 supplementing the act on Volkshochschulen of 1970
1. The basic right of adults to receive continuing opportunities for education	Para. 1.1. basic right granted to adults	—
2.1) objectives and tasks of Adult Education	Para. 3.1) 1. non vocational education leading to qualifications 2. vocational education 3. scientific education 4. political education 5. leisure time and creative education 6. parent and family education 7. personal education	Para. 1.1) general education vocational education political education
2.2.) vocational aspects in Adult Education	Para. 3.1) (see above)	Para. 1.1) (see above)
2.3) priority areas of provision	—	—
3.1) Ad. Ed. is part of the educational system	Para. 2.1)	—
3.2.) Adult Education on the local level indirect responsibility	Para. 7) "Land"	Para. 3) "Land"
direct responsibility	Para. 11) Districts, municipalities with more than 40.000 inhabitants	Para. 2) Adult Education Associations and Institutions

Bavaria Act of 26th June 1974	Bremen
—	—
Para. 1) personal education social education political education vocational education	Para. 2) political education vocational education general education
Para. 1) (see above) Para. 10,3.1) Ad. Ed. institutes which mainly serve further training or retraining are not supported under this law	Para. 2, (see above)
Para. 10.1, support shall be given with priority to institutes in regions which have a weak infrastructure and are thinly populated, or in which the provisions lag behind the average of the "Land"	—
Para. 1)	Para. 1.1)
Para. 2) "Land"	Para. 2.1) "Land"
Para. 4.1) different institutions which vary regarding structure, sponsoring organisation and educational aims	Para. 1) "Land" Para. 1) municipalities Para. 2) other statutory and voluntary bodies

	Northrhine Westphalia	Hesse
3.3) cooperation, coordination of activities	Para. 16) the bodies responsible for continuing Education shall arrange for the coordination and cooperation of Volkshoch-schulen, institutes for family education, educational centres for the young, libraries, ed. resources centres and other municipal cultural institutes. Para. 5) schools, institutions of higher education, vocational training and further training and institutions offering alter-native roads of education (second chance) should cooperate with continuing Education Institutes	Para. 1.2) Adult Education Institutions should come to a close cooperation with other educational institutions such as the Volkshochschulen, residential centres, schools, institutions of higher education, out-of-school education for youth, and centres responsible for vocational education. They shall make use of the possibilities of a multimedia approach.
3.3.1) consultative bodies local level		see 3.3.2.)
3.3.2) consultative bodies "Kreis" level		Para. 13) districts (Kreise) and towns not resorting under districts shall establish their own advisory councils for Ad. Ed.
tasks		advising the authorities on matters regarding Ad. Ed. the coordination of the educational provisions made by Ad. Ed. institutions; the contribution to a close cooperation between the different ed. institutions; avoiding unjustified overlappings.

Bavaria	Bremen
Para. 6.3) on all levels Ad.Ed. institutions shall cooperate with institutes of the other sectors of education	
Para. 6.1) for the coordination and cooperation on the local and regional level working groups must be established by the bodies responsible for Ad.Ed. institutions on the different levels. They shall also have to publish common lists of programmes	
see 3.3.1)	

	Northrhine Westphalia	Hesse
3.3.3) consultative bodies on the level of the "Land"		Para. 12) the Minister of Education shall set up a "Land" advisory council for Ad. Ed.
(tasks)		- to promote Ad.Ed. by means of reports, recommendations and research - to advise the government of the Land - to prepare recommendations and proposals for the cooperation of ed. institu and their joint "Land" organisations and to promote the coordination of their educational provision - to promote a close cooperation between the different educational institutions - to exercise the right to collaborate in the framework of this law.
(membership)		Para. 1) one representative of accredited "Land" organisations Para. 2) the same number of representatives of Volkshochschulen Para. 3) a representative of the individual accredited AE institutions Para. 4) a representative of the pol. parties in the Hessian parliament, the Hessian districts congress, the Hessian town congress and 4 other institutions mentioned specifically
(period of office)		3 years

avaria	Bremen
ara. 6.2) cooperation in on the "Land" vel takes place in the "Land" dvisory Council for Ad.Ed.	Para. 8.1) A "Land" Advisory Council for Further Education is established with the Senator of Education, Science and Arts to promote Further Education
ara. 6.2) to promote a division of tasks and e establishment of priority programmes ara. 19.1) to advise the "Land" authorities in atters of Ad.Ed. to promote cooperation of ccredited institution on "Land" level and to mulate cooperation of Ad.Ed. agencies the local and supra-local level to promote eration with institutions in other sectors education, radio, TV and other media. e Advisory Council gives its assistance in atters of: accreditation and revocation of accreditation f agencies on "Land" level. ara. 5.3.4) the establishment of a distribution y for the allocation of grants in connection th buidingexpenses ecommendations on the training for workers n Ad.Ed. certificates he appointment of experts in the "Land" council tatistical research he promulgation of regulations	
ra. 18.1) one representative of accredited and" organisations e representative of accredited bodies on the el of the "Land" making AE provisions presentatives of 4 institutions ntioned by name ra. 18.2) members without voting power: e repr. of Associations of Local Authorities e repr. of the "Land" centre for political cation repr. of the State institute for ed. research d ed. planning e scientific expert in AE e repr. of the Chamber of Trades and of the amber of Commerce and Industry	Para. 8.1) representatives of accredited F.E. institutes repr. of instit. of higher educ. repr. of schools (higher secondary) member of parliament the senator of educ. or his representative as chairman without voting power Para. 8.4) 3 repr. of the Land-committee for voc. education, in an advisory capacity The Land Committee can invite other experts to its sessions
	Para. 8.3) In line with the period of office of the parliament

	Northrine Westphalia	Hesse
3.4. Ad.Ed. consultants	—	—
3.5. National Institute of Adult Education	Para. 8.1. The Land establishes and maintains a "Land" Institute for Further Education	Para. 11. The government of the Land shall establish a "Land" centre for Ad.Ed. as higher authority
3.5.1. tasks	Para. 8.2. Support of the work of continuing ed. establishments Para. 8.3. Curriculum development for experiments in continuing ed. documentation further training of workers in cont. ed. development of ed. media in cont. ed. and multi media education. Para. 8.5. In cooperation with the Land Institute cont. ed. establishments shall develop standard programmes which can be combined and make it possible to achieve certificates on a cumulative basis	Para. 11.2. to carry through the present law and the la Volkshochschulen. Besides this the centre will be responsible for - curriculum development for cont. ed. (within the meaning of the structure plan of the German educational council) - organisation of the ed. work - qualifications outside the school system and external examinations - organisation of continuing education at university level, further training of workers in Ad.Ed. and multimedia education - promotion of ed. research and of cooperation in this field, without entering in the autonomy of the universities Para. 11.3. The Land centre takes its decisions in conformity with the Land Advisory Council, with the exception of questions of financial control. In case of disagreement t Minister of Culture decides.

Bavaria	Bremen
—	—
—	Para. 9.1. A Land office for cont. ed. shall be established with the Senator for Education, Science and Art. Para. 9.2. To this office shall be attached an educational institute and a secretariat for the Land Advisory Council of cont. ed.
—	Para. 9.3. The ed. institute makes propositions to realize the educational aims of cont. ed. as stated in this law and especially the objectives stated in para. 2.2. The institute promotes the collaboration of the Institutes of Higher Education in the framework of cont. ed. as stated in para. 10.

4. **Financial support**

	Northrhine Westphalia	Hesse
Institutes on the local/regional level covered by the regulations	A. para. 11. AE institutions established by municipalities or groups of municipalities (Volkshochschulen) Minimum provision Para. 13.2 min. 7.200 teaching hours in towns of 40.000 inhabitants. Para. 13.3. in towns of more than 80.000 inhabitants: 2.400 teaching hours more per 40.000 inhabitants. B. para. 22. accredited AE institutions established by other bodies (e.g. churches, voluntary organisations) Minimum provision: Para. 23.2. min 600 teaching hours.	accredited AE institutions
Total grants to be allocated		Para. 7.3. within the limits of the budget: Para. 16.1. 1975: DM 3.500.000 1976: DM 7.500.000 1977: DM 11.250.000 1978: DM 15.000.000 45% for costs of personnel 45% for supplies and servic 10% for special activities
Scales for the allocation of grants	A. Para. 20.1. number of fulltime staff: 1 per 2.400 teaching hours B. Number of fulltime staff: para. 24.2. 1 per 2.400 teaching hours.	Para. 8.2. index for staff employment shall be issued by the Minister after consultation of the Land advisory council. Para.8.3. the index shall be based upon the number programmes offered. Para. 8.4. the total number of staff for which grants are made available under this law shall not surpass the number of staffmembers of Volkshochschulen.

Bavaria	Bremen
Accredited AE institutions	Accredited AE institutions
Para. 7.2. within the limits of the budget 1974: DM 10.000.000 1975: min. DM 12.000.000 1976: min. DM 15.000.000 to be raised in following years. (in these sums are included grants for Landorganisations of Ad.Ed. institutions).	Para. 7.1. within the limits of the budget
Para. 9.1. grants* are allocated through the "Land" organisations in line with a scale to be based on the number of teaching hours given two years before the year in question. The ministry can fix a maximum number of participants to be taken into consideration for grantgiving. Para.10. local and regional bodies receive from this sum a grant in accordance with the extent of their activities, the level of their costs and their financial situation. (* for running costs)	Para. 7.3. The senator for Education will issue directives for the allocation of grants, based on the content, the form and the extent of the work of the ed. institutions, as well as on the financial situation of their sponsoring bodies and of the financial contributions made by participants.

	Northrhine Westphalia	Hesse
Financial support costs of personnel	A. For Volkshochschulen para. 20.1. salary fulltime staff para. 20.4. salary parttime teachers 60% of salary administrative staff. B. For other institutions para. 24.2. 60% of salary fulltime staff para. 24.4. 60% of salary parttime staff and 30% of salary administrative staff	Para. 16.2. 45% of the budget appropriated for AE shall be available for costs of personnel. Para. 8.1. The Land pays 70% of salaries for fulltime staff, parttime teachers and other staff. Para. 16.3. this percentage will be lowered in case the budget is exceeded.
Costs of courses	A. Para. 22.4. hourly fees for part-time teachers 50% of this amount for administrative staff. B. Para. 24.4. 60% of the amount under A	Para. 7.1. The Land grants subsidies towards the costs of acknowledged ed. programmes. The subsidy shall cover min. 30% of the costs. Para. 7.3. Ed. programmes are subsidized exclusively within the limits of the budget appropriated for supplies and services. (= 45% of the budget earmarked for AE (see Para. 16.2)) 2/3 of this sum has to be spent on programmes on the local level, 1/3 for programmes on supraregional level.
Other costs	Para. 21. expenditure on materials has to be covered by the bodies responsible for Ad.Ed. institutions (A and B).	Para. 16.2. 10% of the budget earmarked for AE shall be available for expenditure for special activities. Para. 9. special grants can be allocated for: - publication of informative documentation, and orientation materials for Ad.Ed. - provision of new premises, upkeep of buildings; equipment - teaching aids and working materials - further training for Ad.Ed. staff.
Grants to organisations on Land level	—	—

varia	Bremen
	Para. 7.1. within the limits of the budget. Para.7.2. max. 100%
ra. 7.1. The State grants subsidies nning costs	Para. 7.2. max. 100% of fees for part time teachers and of the costs of ed. programmes.
ra. 7.1.1.9. sts of building, modeling or extension	Para. 7.4. special grants for - model activities and institutions - special priority programmes - building costs and costs of maintenance - teaching aids for long term programmes - further training of workers in Ad.Ed.
ra. 7.1.2. e Land grants a subsidy accredited Land organisations r the accomplishment of ir central tasks.	—

Art. 21. After consultation of the Land Advisory Council of Adult Education the Bavaria Office for Statistics shall undertake statistical research on Adult Education establishments which are supported by the State (character, number, ed. work, expenses, staff).

Art. 17.1. Adult Education establishments may award certificates.
Art. 17.2. After consultation of the Land Advisory Council the Minister of Education and Culture makes recommendations on this matter.
Art. 17.3. He can award State accreditation to certificates.
Art. 17.4. Participants in courses of Adult Education establishments are admitted to school certificate examinations if the courses meet the requirements.

VII. ADULT EDUCATION LAWS AND REGULATIONS

Non-residential adult education

Austria
Bundesgesetz vom 21 März 1973 uber die Förderung der Erwachsenenbildung und des Volksbüchereiwesens aus Bundesmitteln.

Belgium

Flanders
Royal Decree of 24 March 1967 on subvention of activities of national and regional organisations on behalf of adult education in the Netherlands language. (revised 22 December 1971).
Royal Decree of May 13, 1965
(on subsidies to cultural centres, libraries and museums).
Royal Decree of July 16, 1973 on the allocation of salaries to cultural workers in accredited cultural centres.

Wallonia
Conditions d'agréation et d'octroi de subventions aux organisations nationales et régionales d'éducation permanente (16 juillet 1971).
Arrêté Royal du 5 août 1970 établissant les conditions d'agréation et d'octroi de subventions aux Maisons de la Culture et aux Foyers Culturels.

Denmark
Act No. 233 of 6 June 1968.
Act concerning leisure time education etc.
Amendments of April 23rd, 1971.
Act No. 44 of February 2nd, 1970 concerning the administration of schools under Local Government and activities according to the Act of Leisure time education.
Act no. 237 of June 18th, 1969 concerning state support to certain privately run schools.

Federal Republic of Germany.

Bavaria
Gesetz zur Förderung der Erwachsenenbildung vom 26. Juni 1974.

Bremen
Gesetz über Weiterbildung im Lande Bremen vom 26. März 1974 (Weiterbildungsgesetz).

Hesse
Gesetz über Volkshochschulen vom 12. Mai 1970.

Hesse
Gesetz zur Förderung von Einrichtungen der Erwachsenenbildung (Erwachsenenbildungsgesetz) vom 24. Juni 1974.

Lower Saxony
Gesetz zur Förderung der Erwachsenenbildung vom 13. Januar 1970.

North-Rhine Westphalia
Gesetz zur Ordnung und Förderung der Weiterbildung im Lande Nordrhein-Westfalen (Weiterbildungsgesetz) vom 11. Juli 1974.

71

Saarland	Gesetz zur Förderung der Erwachsenenbildung im Saarland vom 8. April 1970.
France	Loi No. 71-575 du 16 juillet 1971, objet: organisation de la formation professionnelle continue dans le cadre de l'éducation permanente. Loi No. 61-1448 du 29 décembre 1961 accordant des congés non rémunérés aux travailleurs salariés et apprentis en vue de favoriser la formation de cadres et animateurs pour la jeunesse. Arrêté instituant un brevet d'aptitude à l'animation socio-éducative (BASE) (5 février 1970). Arrêté instituant un certificat d'aptude à la promotion des activités socio-éducatives et à l'exercice des professions socio-educatives (CAPASE). (5 février 1970). Arrêté instituant une commission nationale de la promotion éducative. (5 février 1970).
Sweden	Order concerning municipal Adult Education (1968). Royal Decree on State support for free and voluntary adult education (no. 329, 1970).
United Kingdom	Education Act 1944 - (relevant articles). The Further Education Regulations 1969. The Rate Support Grants (Pooling Arrangements) (Amendment) Regulations 1970).
Switzerland	
Aargau	Gesetz über die Förderung des kulturellen Lebens (vom 15.12.1968).
Graubünden	Gesetz über die Fortbildungsschulen und die Erwachsenenbildung im Kanton Graubünden (Fortbildungsgesetz) (vom 16.10.1966). Kulturförderungsgesetz vom 24.10.1965.
Solothurn	Gesetz über Kulturförderung (vom 28.5.1967).
Tessin	Legge della Scuola del 29.5.1958.
Wallis	Gesetz über das öffentliche Unterrichtswesen (vom 4. .1962).
Zürich	Gesetz über die Förderung des kulturellen Lebens (vom 1.2.1970).
Basel-Stadt	Schulgesetz (vom 4.4.1929).
Obwalden	Kantonsverfassung (vom 19.5.1968).
Luzern	Gesetz zur Abänderung des Erziehungsgesetzes (vom 2.3.1971).
Nidwalden	Gesetz über das Schulwesen (vom 30.4.1972).
Genève	Loi sur l'instruction publique du 6.11 [illegible]

Educational leave.

Belgium	Loi portant instauration de l'octroi d'une indemnité de promotion sociale du 1er juillet 1963. Loi accordant des crédits d'heures aux travailleurs en vue de leur promotion sociale du 10 avril 1973.

Federal Republic of Germany.

Bremen	Gesetz über den Bildungsurlaub für Arbeitsnehmer im Lande Bremen (Bildungsurlaubgesetz).
Hamburg	Hamburgisches Bildungsurlaubsgesetz vom 21. Januar 1974.
Hesse	Hessisches Gesetz über den Anspruch auf Bildungsurlaub vom 24. Juni 1974.
W.Berlin	Gesetz zur Förderung der Teilnahme an Bildungsveranstaltungen vom 16. Juli 1970.
France	Loi no. 71-575 du 16 juillet 1971, objet: organisation de la formation professionnelle continue dans le cadre de l'éducation permanente. Loi no. 61-1448 du 29 décembre 1961 accordant des congés non rémunérés aux travailleurs salariés et apprentis en vue de favoriser la formation des cadres et animateurs pour la jeunesse.
The Netherlands	Law on Works' Councils 1974 Amendment on "Levies to promote the training and education of members of Works' Councils".

Contents

		Page
I.	Introduction	1
II.	Adult Education legislation: the present situation and new developments in 10 European countries	4
III.	The Conference on Adult Education Legislation, Oslo, Dec. 1972	14
	Recommendations for Adult Education Legislation	16
IV.	Comparative survey of laws and regulations	24
1.	The basic right for adults to receive continuing opportunity for education	24
2.1	**Objectives and tasks** of adult education	24
2.2	Vocational aspects in adult education legislation	25
2.3	Priority areas of provision	25
3.	**Organisation and structure**	26
3.1	Adult education as part of the education system	26
3.2	Direct and indirect responsibility for adult education provision on the local level	26
3.3	Consultative bodies, co-ordination of activities	28
3.3.1	Local level	28
3.3.2	Regional level	30
3.3.3	National level	32
3.4	Adult education consultants	32
3.5	National Institute of Adult Education	33
4.	**Financial support**	34
4.1	Financial support for non-residential adult education working on regional or local level	34
4.2	Financial support for organisations working on a national level	38
5.	**Professional staff**, status, working conditions	39
6.	**Training** for teachers and organisers of adult education	42
V.	Educational leave	45
VI.	New laws on Adult Education in the Federal Republic of Germany (enacted in June 1974) (Bavaria - Hesse - Northrhine-Westphalia - Bremen)	56
VII.	List of Adult Education laws and regulations	70